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ABSTRACT

This curriculum guide on career exploration for ninth and tenth grade teachers is designed as an experimental curriculum to facilitate the interfacing of career education concepts with the instructional program goals in individual school situations. This guide begins with several short sections discussing the career education continuum, Ohio's career development program and its components, the grades 9-10 Career Exploration Program, procedures for Individual Work Experience (IWE), guidance program involvement, and the relationship of career development to instruction. The remainder of the document consists of suggested lesson formats which relate subject matter and career development areas. The lessons, varying in length from four to thirty-eight pages, each consist of an instructional goal; a developmental goal; correlated behavioral objectives and learning activities; lists of resources, supplies, and materials; and teacher evaluation questions. The subject areas and examples of related career developmental areas covered in the lessons are business education (decision making), English (employability and work adjustment skills), fine arts (the individual and the environment), guidance (self), health and physical education (economics), home economics (decision making and world of work), industrial arts (individual and the environment), mathematics (economics), production agriculture (education and training), science (decision making), and social studies (individual and the environment). (EM)

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OHIO'S CAREER CONTINUUM:

Family Life - Motivation - Orientation - Exploration - Vocational Training or Pre-Professional Training - Adult, Technical and Collegiate Training

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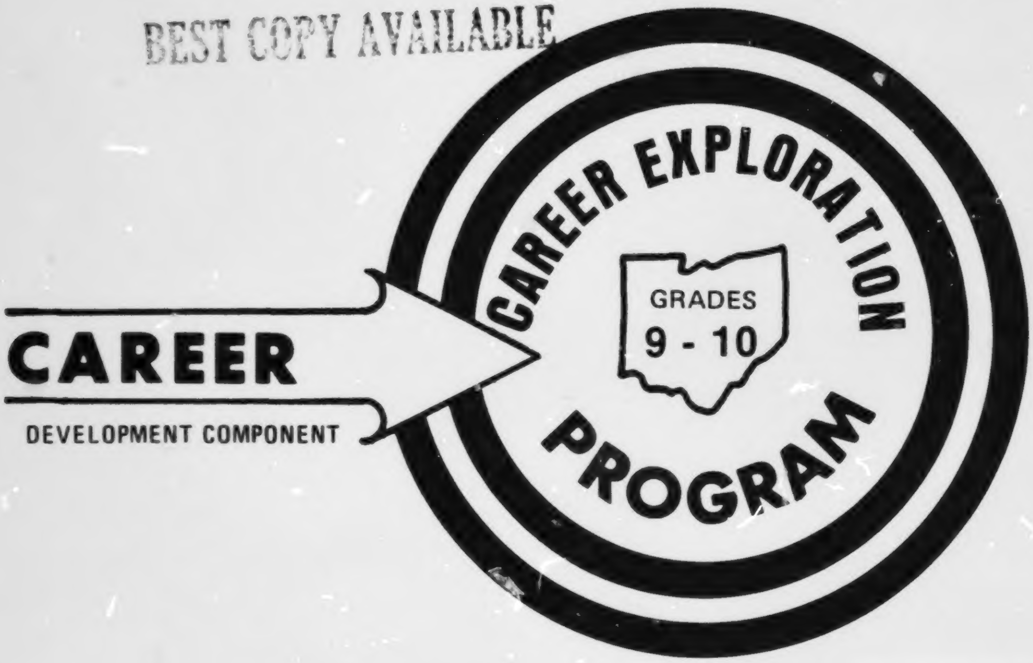

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CAREER DEVELOPMENT PROGRAM

FOREWORD

The new urbanized technological society has brought the urgency for an abrupt turn-around in thinking about the place of the school in our world.

Our economy's rapidly changing character with large industry remote from residential areas, surrounded by fences and protected by security guards does not permit youngsters to see their parents or others at work.

Many children's parents are recipients of public assistance checks, a situation which compounds the problem of teaching job-centered values.

We trust this curriculum guide will be of significant value to 9th and 10th grade educators in developing quality instructional programs in career exploration.

Martin W Essex

Martin W. Essex
Superintendent of Public Instruction

INTRODUCTION

The teachings of our philosophers in education and the principles of learning gained from the psychological studies both point to interest and experience as basic essentials in the educational process. Vocational Education has for years concerned itself with these two basic factors as we provide students with the skills, technical knowledge, work habits and attitudes to enter employment or further education upon completion of the vocational program.

The price of the technological age is preparation for employment, since the number of unskilled jobs is diminishing and persons find it difficult to maintain any standard of living in a low skill or unskilled occupation. Our educational system, however, has ignored the changing times, learning theory and psychological principles of learning in its pursuit of academic excellence through a subject-centered curriculum. Experiences in vocational education indicate that many youth arrive at age 16 with little knowledge about themselves or the world of work and have difficulty in making wise occupational choices in order to make best use of the educational services available to them.

The Vocational Education Amendments of 1968, growing out of the panel of consultants headed by Dr. Martin Essex, pointed towards the importance of a career development program that starts in kindergarten. The Division of Vocational Education in the state of Ohio accepted the challenge of that Act. This document is concerned with the exploration phase of that system.

The Career Exploration Program is the 9th and 10th grade component of the K-10 Career Development Program. Career Exploration provides students with opportunities to analyze job areas of their interests in depth, thus helping them gain more knowledge about themselves, in terms of interests and aptitudes, as well as the work world.

Byrl R. Shoemaker

Byrl R. Shoemaker
Director of Vocational Education

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THE CAREER EDUCATION CONTINUUM

Career education is a concept designed to provide students with the necessary information and developmental experiences to prepare them for living in society. It combines the efforts of home, school, and community and reaches from preschool through adulthood.

In Ohio, the CAREER DEVELOPMENT PROGRAM is that part of the total Career Continuum Program designated for K through grade 10, including Career Motivation from K through 6, Career Orientation in 7 and 8, and Career Exploration in 9 and 10. These programs prepare the student to make choices for vocational education or preprofessional education in grades 11 and 12 (or at age 16).

A total career education program consists of the following phases:

- A total Family Life Program within the school curriculum is designed to aid disadvantaged people, to help improve the care and motivation of preschool children, and to assure a more positive impact of the home on school-age youth.
- A Career Motivation Program for all youth, K through 6, develops a positive attitude toward the world of work, inspires respect for all work, and creates a desire to be a part of the world of work.
- A Career Orientation Program in grades 7 and 8 provides all youth with an opportunity to become aware of the many occupations open to those who prepare for them.
- A Career Exploration Program in grades 9 and 10, or ages 14 and 15, enables all youth to examine and gain firsthand experiences in several career opportunities consistent with individual interests and ability.
- A Career Preparation Program for youth age 16 and above includes
  - a comprehensive vocational education program providing job skills and technical knowledge, developing work habits and attitudes in preparation for employment, and
  - a comprehensive preprofessional education program providing knowledge and foundations in preparation for professional education beyond high school.
- A Career Training, Retraining, and Upgrading Program for out-of-school youth and adults provides an opportunity throughout adulthood to train, retrain and upgrade skills as technology changes and societal and individual needs and desires dictate.

OHIO'S CAREER DEVELOPMENT PROGRAM

Career education was introduced to Ohio in fiscal year 1970 when the Division of Vocational Education, State Department of Education, following recommendations of a Governor's task force on Vocational and Technical Education, initiated programs of career orientation for 7th- and 9th-grade students in nine buildings in six school districts.

In September 1970, career orientation programs were expanded to include 26 buildings in eight school districts, serving over 10,000 students; and career education was extended in both directions--downward to the K-6 level for Career Motivation and upward to Career Exploration at 9th and 10th grades--thus completing the scope of Ohio's K-10 Career Development Program. Sixteen buildings in nine school districts of Ohio, serving over 10,000 students, piloted K-6 Career Motivation programs; and at the same time five high schools serving approximately 5,000 students initiated Career Exploration programs.

School year 1972 saw further growth of career education in Ohio. With the addition of state funds, career education programs in ten school districts were "rounded out" to form ten complete K-10 Career Development programs, serving 37,000 students. In school year 1973-74, over 120,000 students and 4,500 teachers participated in career education in 20 school districts in Ohio. The increase continued to include 24 school districts and 148,000 students for 1974, and 30 school districts and over 175,000 students for 1975. It is the goal of the Division of Vocational Education, State Department of Education, to reach all of Ohio's two million students by 1984.

In the Ohio Career Development Continuum, five separate time spans have been identified. Each time span has a unique educational program designed for students at that level. The five time spans and the corresponding career education program or programs are as follows:

Kindergarten - 6th grade	Career Motivation
7th and 8th grade	Career Orientation
9th and 10th grade	Career Exploration
11th and 12th grade	Vocational and/or Preprofessional Education
Post Secondary	Technical Education Adult Education Higher Education

The Ohio career education concept also recognizes that special educational programs are needed for disadvantaged and handicapped students to meet their vocational needs. These programs may cut across all grade levels and move into post-high school areas of training.

DESCRIPTION OF COMPONENTS

Career Motivation (K-6)

In this career education experience, students develop an awareness that people do work and that one's occupation is an important part of life. Students are also motivated to want to perform some part in the world of work.

The objectives of this program are
- to make all youth aware of work.
- to develop in all youth respect for work.
- to motivate all youth to want to take their place in-the world of work as productive members of the labor force.

Career Orientation (7-8)

Students develop a knowledge and attitudes about jobs, self, and society. This program is a middle ground between the development of positive motivation about work (Career Motivation) and the indepth studies of a limited number of jobs and actual work experiences (Career Exploration).

Career Exploration (9-10)

Students will be involved in specific experiences that relate to jobs. This program is unlike the other two career education programs in that Career Motivation and Career Orientation stress the development of attitudes and knowledge about work, while Career Exploration emphasizes decision-making about careers through experiences.

The Career Exploration Program goes one step further in the guidance function in that it extends beyond testing, brochures, and college choice. It adds experiences which help students to make decisions about what type of work they will do when they become adults.

The career education program provides a logical base upon which subsequent educational preparation in the 11th and 12th grades can build. It is also a sound base for post-secondary educational experiences and actual employment.

Vocational Education

This program equips persons for useful employment. It gives definite purpose and meaning to education by

- relating to occupational goals.
- providing the technical knowledge and work skills necessary for employment.
- contributing to the general education needs of its students.
- cutting across and drawing from a number of disciplines rather than being a discipline.
- drawing from the practical work world in agriculture, business and office, homemaking, distribution, trade and industrial occupations requiring less than a college degree.

Occupational Work Adjustment (OWA)

This program is designed for 14- and 15-year-old students who are disenchanted with the educational system and the way in which they relate to that system. The program provides opportunities for individuals to develop positive attitudes toward self, toward learning, and toward work. These students are involved in work experiences in the school environment and in private industry. There is no emphasis on manipulative skill development.

Occupational Labs

This program is a short-term effort to teach single-skilled and semi-skilled occupations in an in-school setting. These students have a low expectancy for completing high school. Because of the short-term nature of the program, no concerted effort is made to develop additional skills in arithmetic, reading, and writing.

Occupational Work Experience (OWE)

This program is designed for students who are 16 years old and older. These students are likely to drop out of school without a basic skill for employability. While in this program, students learn basic skills, develop better attitudes, and improve their skills in arithmetic, reading, writing and decision-making in addition to the development of single skills and semi-skills.

Preprofessional Program

This is a high school program preceding entrance into a college curriculum and organized on a potential career base.

Technical Education

Technical education is a level of education planned to prepare paraprofessional persons in two-year post-high school programs to support professional people in engineering, business, agriculture, distribution, health, social science, and public service occupations. It is primarily concerned with design, development, testing supervision, and mid-management functions which free the professional to work at his highest level of education.

Professional Preparation

This is the post-high school educational program which leads to a baccalaureate degree.

Adult Education

This is an educational program for out-of-school youth and adults which is designed to

- upgrade existing skills and knowledge.
- teach new skills or knowledge resulting from technological change.
- provide instruction for vocational or personal use.

THE GRADES 9-10 CAREER EXPLORATION PROGRAM

At one time occupational information was readily available to everyone. Jobs were observable as they were being performed, either in a private family setting or in small businesses to which all community members had access. Although occupational opportunity has increased, it is more difficult to find out what is available, where it is available, and how to prepare for a particular occupation. Large plants with plant security prohibit youngsters from observing. Large service organizations such as Benjamin Corporation are obscure in occupational information; often they offer no clues as to the service or product involved or the type of occupations necessary to provide or produce the product or service.

We now place students within the confines of the school building for nearly two-thirds of all workdays. From the other one-third we extract time for family responsibilities, vacations, organized activities such as Little League or Scouts, and summer practice in music and athletics, not to mention summer school. As a result, occupational observation is not available, nor is time for more accidental types of occupational exploration.

Since one object of school is to prepare youth to lead a satisfying life, it becomes the school's responsibility to make occupational exploration an integral part of every classroom experience. It must also provide some form of practical experience in order for the student to make realistic occupational choices. It does neither society nor the student any good to graduate students who are not prepared to enter gainful employment.

Furthermore, this preparation of students for a satisfying life and rewarding career does not limit itself to those intending to end their education upon leaving or graduating from high school. Many students plan to continue in two-year post-high school programs in the area of technical education, and still others in university programs. Both surveys and experience have shown that a vast majority of these students planning to continue their education are still uncertain of the field for which they are preparing. Unlike the situation several years ago, when many students could spend an extra few years in college "finding themselves and their goals" without facing undue economic hardship, today's advanced education costs preclude for the student of moderate means this luxury of the past.

Finally, almost every high school across the country has expanded its curriculum to meet the needs of every child. But, unless the student is provided a more realistic means of determining what his or her needs are, the variety of course offerings intended to help the student becomes a confusing array of choices defeating its very purpose. The student must be provided realistic help and direction in establishing future goals.

It is to answer these needs that the third phase of the Career Development Program, Career Exploration, continues the basic concepts of the K-6 Career Motivation and the 7-8 Career Orientation. These concepts progressively are awareness, appreciation, motivation, the broad spectrum of occupations outlined in the U. S. Office of Education job clusters, work experience, and the emphasis of and upon the following seven developmental areas:

- The Individual and The Environment
- World of Work
- Education and Training
- Economics
- Employability and Work Adjustment Skills
- Decision-Making
- Self

The exploration level brings to bear all resources in the school, home and community. The student explores specific occupations, of his or her choice, in depth. This incorporates actual and/or simulated work experiences in the student's chosen occupational field. This type of program has some specific needs:

- Students must be able to flow in and out of classroom assignments.
- All teachers must integrate into their class instruction the basic career education goals and objectives.
- The community must be able and willing to provide sample work stations at all levels, unskilled through professional.
- Coordination is of utmost importance in the exploration program. Students, teachers, administration, community agencies and individuals must be aware of their part in the program and how it affects all other parts.

OBJECTIVES OF CAREER EXPLORATION

Several specific goals pertain to the exploration of this Career Development Program to provide students with--

- an opportunity to investigate a minimum of three occupational areas of their choice.
- an opportunity to make a meaningful job analysis.
- the information and the opportunity to analyze their own interests, abilities, aptitudes, personalities, and aspirations and the impact of these upon their occupational choices.
- the basis of/for choosing an occupation commensurate with their preferred economic life style.
- knowledge of the kind of education or training required and worker traits necessary to obtain and retain employment.
- an opportunity to make practical application of knowledge gained in classrooms and laboratories.
- a desire to engage in work which is self-satisfying and at the same time beneficial to society.
- the incentive to acquire the skills necessary for work currently available or for work which will become available.

INDIVIDUAL WORK EXPERIENCE

Some procedures for Individual Work Experience (IWE) currently in operation are included in this section.

1. One program relies upon the Rotary Club for the IWE entirely. The procedure:

   - Students are inventoried to determine interest areas for IWE.
   - The Rotary Club writes to the parents explaining the process.
   - Rotary selects community participants.
   - Rotarians meet with teaching staff.
   - Teacher is assigned implementation responsibility.
   - Rotarians meet with students prior to IWE.
   - One-to-one work dates are established.
   - Students' absence is cleared with administration and teachers.
   - IWE
   - Classroom follow-up consists of job analysis and personal evaluation.
   - Rotary follow-up includes additional work experience if requested by students.

   Naturally, the meetings of the career staff with the Rotary Club are extensive. They begin in June and follow throughout the summer.

2. The following program or a close adaptation of this program have been found practical.

   - Each teacher is to provide one hands-on experience for each 9th- or 10th-grade student. The student selects the cluster of interest.
   - The student picks up the hands-on form from the career education office.
   - The student discusses possible job experiences with the sponsoring teacher.
   - The student calls and makes arrangements for his or her own work experience. If any difficulty is encountered, the coordinator makes a special contact in behalf of the student.
   - The student takes the hands-on form to all teachers and picks up make-up work assignments. The teacher signs the student out of class for that time.
   - The student takes the completed form to the career office. A contact is made with the business person indicated. The purpose of the work experience is explained and a determination of the final acceptability of the experience is made.
   - The student is signed out of the building for the experience on an excused absence form.
   - The student picks up the form and takes it to the participating business.

- The student has the business official sign the form and indicate the time and date of the experience.
- The student completes the job analysis form on the reverse side of the hands-on form.
- The student returns the form to the career education office.
- The experience is recorded. The type of experience and number of experiences are kept in a permanent file. Three excused absences per year are the minimum, five the maximum.
- If the student is out of the building and for any reason does not complete the assignment, he or she will make up the time in a detention assignment.

3. Some schools have set up an intern program.

   - Each student is eligible for up to a one-week internship in the area of his or her own choice.
   - There is an advisory board of teachers, a principal, a counselor and a career coordinator.
   - The student applies to the advisory board for IWE.
   - The student is interviewed by the board.
   - One member of the board helps the student to negotiate placement in an acceptable site.
   - Transportation is the responsibility of the student and the parents.

GUIDANCE PROGRAM INVOLVEMENT

Prior to the advent of career education in Ohio's public schools, the school counselor was the one person responsible for providing career awareness programs and helping students make career decisions. The high school counselor by necessity had become the focal point in many students' school careers by helping them consider the type of work and life they would like to pursue. The high school counselor, through his varied programs, had become and continues to be a pivotal intervention for many students.

With the coming of the Ohio Career Development Program, the career decision-making process for students shifted from a strictly guidance-based approach to a program which is operated through the total curriculum. This is not to say the high school counselor's role has diminished in the least. Rather, the role should now be one of program facilitation and exchange of external curriculum information and internal student information (feelings, attitudes, values).

Fulfilling the counselor's role in career education requires no great readjustment from present methods. For many counselors, no adjustment is needed because the counselor who rejects the "closed door policy" already has the communication doors open. Plugging into the program is all that is required.

In the career development program, the high school counselor must continue to operate within the nine guidance services as outlined by the Ohio Department of Education, Division of Guidance and Testing, in the booklet Guidance Services for Ohio Schools.

Information Service

The compilation, arrangement, and distribution of career information materials is by itself a sometimes awesome task for the counselor. As the source of career information in the Career Development Program, the counselor must enlist the aid of other school personnel. As career education is curriculum-based, and as the instruction materials center (library) becomes more and more the focal point of curriculum for staff and students, the logical staff member to work with the counselor is the school librarian. Both the librarian and counselor should place the bulk of career information materials in the library for easier retrieval by staff members and students. Obviously, some materials should be retained in the guidance office for easy access during counseling sessions.

Pupil Appraisal and Record Service

Realistic decisions are made when one has gathered all of the facts about a given situation and has weighed the effects of all possible alternatives. This is true for any decision. Thus, it behooves the school counselor to provide the student with as much information about himself as possible. The counselor can, through administering aptitude and interest instruments, provide the student with valuable career and personal information. The General Aptitude Test Battery (GATB) and the Ohio Vocational Interest Survey (OVIS) are two widely-used instruments. Both are potentially valuable and potentially dangerous self-information vehicles, and the counselor very much determines the effects upon the student. The skilled school counselor will interpret test results so that students can begin career investigations and plan appropriate curriculum. The counselor must explain to students that aptitudes and interests do change, and test results should be used as a method of career investigation and not as a basis for making final career decisions. GATB and OVIS results should never be used to track students in any area of curriculum.

Test information should be shared confidentially with the student in counseling sessions or with other professionals who are interested in the student. OVIS group data can be shared with teachers to help them plan curricula for the students.

Group Guidance Service

Group guidance activities should enable students to gain information about themselves and their environment. Through the guidance programs, the counselor should help students learn how to accept responsibility, understand individual differences (including their own), gain insight into contributions made by people, gain positive attitudes about themselves, and continue to develop decision-making skills. All should contribute to the student's personal growth.

Pertaining specifically to the world of work, counselors should help students learn about data, people, and things and their relationship with specific careers. Through the guidance process, the counselor should also help students understand their potential career involvement with data, people, and things. An extensive program dealing with the Dictionary of Occupational Titles (DOT) and the Worker Trait Groups should be offered to all students.

Consultative Service

Probably no other person in education has as full a range of knowledge about the world of work and career choices as the high school counselor. Through inservice meetings with staff members, the counselor can offer expertise in aptitude and interest testing, the Worker Trait Groups, Dictionary of Occupational Titles, the relationship between student career interests and curriculum, and career resource materials and people.

The organization of the curriculum as it pertains to Worker Trait Groups in the DOT should be explained to teachers. Relevance of a particular subject to life sometimes needs to be explained to staff members as well as students. The training and method of entry section of each Worker Trait Group should provide the information which relates a teacher's specific academic area to job classification. Helping teachers understand their role in all areas of the world of work should be a vital part of the counselor's consultative role.

Parent Conference Service

In addition to promoting good public relations, good communication between school and home can help facilitate career development. After all, it is the family to whom most children turn for advice and educational financial support. Keeping parents informed of their child's total progress helps them to work more effectively with their child.

Counselors should provide programs which enable parents to learn about the many career opportunities available for their children as well as pertinent information about the careers (education and training, cost of training, job projections).

When students are given tests which relate to career aptitudes and interests, the parents should be informed of the results. Counselors should not take it for granted that students can accurately interpret test results to parents. Rather, individual or group parent meetings should be arranged to explain and interpret the tests and test results. It is just as important for parents to understand the test results as for the child to understand them so that pressures can be removed from both.

Resource Coordination Service

One of the most rewarding and enjoyable experiences for high school students in the Career Development Program is the "individual work experience." Many students believe this to be the best educational activity they have ever had. The high school counselor should play an important role in facilitating these kinds of experiences.

Selecting careers to explore is an easier task for students if they have information on which to make the selections. It is not necessary for counselors to explain what a specific career entails. Students will already know this through their earlier experiences in the Career Development Program. Thus, helping the student match self information to career information is the important counselor function.

Students should be given opportunities to select careers which they want to explore. Doing this is most beneficial during an OVIS interpretation or guidance program dealing with Worker Trait Groups and data, people, and things. Having made the selections, the counselor can contact businesses and industries to arrange appropriate experiences. This is a proper counselor function as the counselor is usually most knowledgeable about community vocational contacts. If the counselor does not perform the function, close cooperation should exist between the counselor and the person who arranges the experiences. Counselors should not be relegated to the position of field trip scheduler if they have no other involvement with the program.

Placement Service

Educational placement services for high school students go beyond the year-by-year selection of courses. If students are leaning toward a specific area of career choice, they must know what curriculum to pursue in the high school program as well as the university program. The counselor, then, must assist each student in gaining curriculum information and appropriate placement.

Many careers begin as hobbies. Thus, extracurricular activities must be considered by the students when discussing curriculum planning with the counselor.

As students move from the 10th-grade to the 11th-grade, they are faced with important decisions about selecting the Preprofessional Curriculum or the Vocational Education Curriculum. The student is responsible for the decision. But the counselor, through counseling and consultation, can help guide the student in a realistic direction.

Evaluation and Planning Service

Assessment and evaluation should be continuous activities rather than something which occurs every year or so. Programs cannot be planned adequately unless needs of students, teachers, and parents have been determined. Thus, in the Career Development Program, as in other guidance activities, the counselor must continually assess his audience in order to meet their needs. Also, periodic evaluations of the counselor role and programs must occur in order to provide direction. Student, teacher, administrator, and employer reactions should be solicited by the counselor to give feedback which will enable effective planning.

RELATIONSHIP OF CAREER DEVELOPMENT TO INSTRUCTION

At the very heart of an effective Career Development Program is an experimental curriculum in which career education concepts interface with instructional goals.

The program does not dictate that instructional subject material or career education concepts are never taught as an entity in themselves; it does demand, however, that whenever possible teachers will strive to integrate the two. As teachers increase their awareness of the scope of career development and become acutely sensitive to the importance of all seven developmental areas (listed on page 6), the instances in which blending takes place will continually become greater. Constant self-questioning by the teacher, "How will my students use the content of my course?" followed by the planning of simulated situations in which content concepts can be experienced in life-like situations, will bring the same result--the daily interfacing of subject material with career education concepts.

Sample lessons found in this continuum are designed to provide additional ideas that will facilitate the blending of career education concepts into the instructional program. The process must be planned. Each unit of study must have an instructional goal (e.g., Teaching Students How the Atmosphere is Layered in a 9th-grade science class or Teaching Basic Concepts of Probability and Statistics in a math class).

Activities based upon a life situation are planned as methods of the teaching technique. These activities give students the opportunity to learn by being involved in application experiences and to reinforce theoretical knowledge obtained from the printed word and other vicarious learning. They also permit students the important opportunity to see how that knowledge will be used.

An essential aspect of activity planning by the teacher is that a definite developmental goal based upon one of career development's seven developmental areas be identified.

The science teacher may identify World of Work as the career developmental goal in the science lesson to teach how the atmosphere is layered vertically. By simulating situations encountered by weathermen, weather scientists, pilots, and meteorologists, students can gain greater understanding of the responsibilities and functions of these workers.

The Individual and The Environment is a logical developmental area to incorporate in the teaching of probability and statistics in a general mathematics classroom. The developmental goal could be the providing experiences which illustrate how each individual's life is affected by probability and statistics (e.g., computing of insurance rates, planning locations of shopping centers, analyzing the existing job market).

Instructional goals reflect these cognitive learnings related to the course content; developmental goals based upon one of the seven career developmental areas relate that content to its utilization in our working world. Either is of limited value to students by itself.

SUGGESTIONS FOR LESSON FORMATS

The following section provides suggestions in the subject matter areas in relation to the career development areas. They are designed as guides for the expansion of curricular-related programs in your particular school situation, and consist of goals, objectives, possible activities with their related resource needs, and evaluations of student participation.

INSTRUCTIONAL GOAL:

The broad, general, overall statement designed to illustrate the purpose of the lesson plan.

DEVELOPMENTAL GOAL:

The broad, general, overall statement of purpose, designed not to be measurable but rather to give a career education direction and scope to the curriculum.

BEHAVIORAL OBJECTIVE:

The specific, measurable, and definitive statement of curricular intent. States what the instructor expects the student to be able to accomplish after the given period of instruction.

suggested
LESSON FORMATS

Subject: Business Education

Developmental Area: Self

Instructional Goal: Students will be able to understand that interests are many and that these interests relate to different careers.

Developmental Goal: To develop awareness of career possibilities related to interests.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The students will identify their varied interests through involvement in related activities.	1. On copies of interest forms printed by the Ohio Bureau of Employment Services, the student will place a check mark next to each job area of interest to him or her.	1. Ohio Bureau of Employment Services pamphlet on finding a job
2. The student will recognize that vocational education can be related to his interests.	2. The teacher will review each of the areas and discuss with the class different occupational areas within each interest range. The career counselor will speak to the class on the major career areas. The students will report to the class all they can find about an area of specific interest to each. If possible, try not to duplicate areas.	2. Career counselor Resources center (library)

Subject: Business Education

Developmental Area: Self

Teacher Evaluation:

Is student involvement demonstrated?

Were student reports complete and well thought out?

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Subject: Business Education

Developmental Area: Decision-Making

Instructional Goal: The students will understand that it is important to decide which vocational program is best for them.

Developmental Goal: To promote student awareness of the importance of knowing which vocational program is best for each individual's occupational choice.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student can identify the differences among vocational programs offered in the high school.	1. Teachers of the different vocational programs speak to the class on the advantages of each program. Students speak with members of the different vocational programs on job possibilities after completion of training. Students separate into small groups. Each group examines one of the vocational programs in the high school and reports to the class. These reports should include both subjects available and career possibilities after high school.	1. Vocational teachers within the school system Vocational students Resource center (library)

Subject: Business Education

Developmental Area: Decision-Making

Teacher Evaluation:

Did the students ask pertinent questions of the vocational teachers?

Have students complete written reports on interviews with students in the vocational programs.

Was the group report to the class relevant, complete and coherent?

Subject: Business Education

Developmental Area: Education and Training

Instructional Goal: The student will understand the amount of training required for five different secretarial positions.

Developmental Goal: To develop student awareness of the need to plan an educational program for a secretarial career.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. Students will identify educational requirements for five different secretarial positions.	1. Students listen to reports from five individuals who are involved in secretarial occupations.	1. Speakers who are employed as -- • receptionist • typist • stenographer • clerk-typist • executive secretary

Subject: Business Education

Developmental Area: Education and Training

Teacher Evaluation:

Did students question and discuss training programs with the speakers?

Subject: Business Education

Developmental Area: The Individual and the Environment

Instructional Goal: The student will understand that it is important to take on responsibilities beyond those a job normally requires.

Developmental Goal: To promote student awareness that taking on responsibilities beyond those a job normally requires is important in keeping a job.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will identify reasons for taking on responsibilities above and beyond those a job normally requires.	1. Students listen to an employer from a small firm speak on the importance of taking on responsibilities not normally required of a secretary. Students listen to an employer from a large firm speak on this topic. Students contact someone whom they know who works in a large company, and one who works in a small company and discuss this matter with them. Students compare and contrast the differences between the large and small company and report to the class.	1. Employer from a small firm Employer from a large firm Student-contacted individuals

Subject: Business Education

Developmental Area: The Individual and the Environment

Teacher Evaluation:

Were student responses to employers, presentations and oral reports relevant to the topic? Did they elicit further important information.

Subject: Business Education

Developmental Area: Employability and Work Adjustment Skills

Instructional Goal: The student will know the characteristics of a good worker, including personal appearance, manners and respect for others.

Developmental Goal: To develop student awareness that personal appearance, manners and respect for others are all a part of being employable.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will identify characteristics of a good worker, including personal appearance, manners and respect for others.	1. Students listen to the personnel manager of a large firm speak on the importance of these characteristics within his company.	1. Personnel manager of a large company which students are familiar with.
	Students visit a company for a day, write a report on these characteristics and present it to the entire class.	Pre-arranged visit with a company
	Three employees from different companies (with different types of jobs) hold a panel discussion on these items.	Employees of three different companies (such as secretary, personnel manager, laborer) to speak as a panel before the class

Subject: Business Education

Developmental Area: Employability and Work Adjustment Skills

Teacher Evaluation:

Did students show an interest through their questions in the personnel manager's presentation?

Was student interest evinced through questions asked of the panel?

Were oral and written reports presented to the entire class?

Subject: Business Education

Developmental Area: World of Work

Instructional Goal: The student will understand that there are many job placement services available.

Developmental Goal: To increase student awareness of job placement services available to them.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will be able to locate the names and addresses of local job placement firms in a telephone book.	1. Using a local telephone book, the student is to make a list of job placement services from the Yellow Pages.	1. Local telephone book
2. The student will be able to determine what job placement firms advertise jobs in a local newspaper.	2. Using the local newspaper, the student will make a list of job placement services that advertise jobs in the classified ads.	2. Local newspaper

Subject: Business Education

Developmental Area: World of Work

Teacher Evaluation:

Did students make lists as required?

Subject: Business Education

Developmental Area: Economics

Instructional Goal: The student will realize that some job placement firms have free services and that others charge a fee.

Developmental Goal: To help students differentiate between job placement services that are free of charge and those that charge a fee.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will explain why fees are charged by private employment firms while the Ohio Bureau of Employment Services does not.	1. Speakers from the Ohio Bureau of Employment Services and from a private employment service explain what their organizations do.	1. Speakers
2. The student will show through the cost factor why a private employment firm is not always the answer to job placement.	2. Given a sample salary and a percentage rate, the student will determine the cost of having a private employment firm find him a job. Class may discuss cost to the prospective employee of a private employment firm.	2. Sample salary and percentage of salary charged by private employment firm

Subject: Business Education

Developmental Area: Economics

Teacher Evaluation:

1. Observe and note:
    - student enthusiasm
    - questions asked of speakers
    - comments made to speakers.
2. Observe and note:
    - comments
    - discussion participation

Subject: English

Developmental Area: Decision-Making

Instructional Goal: To create an awareness that decision-making skills are often portrayed in current literature.

Developmental Goal: To allow the student to make decisions after considering the known information and following through with alternative plans if the decisions were not the best ones.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The students will be able to identify decision-making in their lives.	1. Give the students a general overview of the life situations they will be making decisions about. Entertain class discussion to make sure each area is understood and all major areas of importance are covered. Such areas might include dating, love, marriage, children, friends, wardrobe, finances, citizenship, and career.	
2. The students will be able to identify major problems, the decisions made, and the outcome of the decisions in selected readings.	2. Have each student read one book from a list of books which deal with decisions-making in areas like those mentioned in Activity 1 above (e.g., Go Ask Alice, Mr. and Mrs. Bo Bo Jones, Lisa, Bright and Dark). The student should write a report on the book with the major emphasis on the conflict involved in making a decision and accepting responsibility for the decision. Some readings could be short stories in magazines or anthologies. These should each be discussed keeping the problems of decision-making in mind and asking, "What would I do in a similar situation?"	2. List of books with life-like situations in which a major decision has to be made Magazines with stories that appeal to teenagers and have decision or choice themes

Subject: English

Developmental Area: Decision-Making (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
3. The students will be able to identify and discuss major problem areas in dating and making individual decisions for themselves.	3. Have a panel of students, boys and girls, discuss the dating today taking into consideration problems with parents, the "new" morality, the dating etiquette of today, and so on. Questions from the class or class discussion should follow.	
4. The student will be able to discuss the decision-making problems that concern marriage and divorce.	4. Invite a panel of adults to discuss marriage and divorce (e.g., a minister and social worker who do marriage counseling, a lawyer who handles divorce cases, a "happily married" couple, a divorced man or woman, a single marriageable adult). Have the students prepare a list of questions ahead of time to stimulate discussion.	4. Panel of speakers
5. The student will be able to identify and discuss problems dealing with sex, health, and having or not having children.	5. If the students have already discussed birth control in the health classes, have a discussion concerning the choices open to them as they are now facing them or will be in a few years. In this discussion such things as abortion or homes for unwed mothers,	5. Speakers

Subject: English

Developmental Area: Decision-Making (cont.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	5. (cont.) should be brought up as alternatives for birth control. Another consideration might be venereal disease and Zero Population Growth. For these discussions parental and/or school authorities should be consulted. If these discussions have not taken place in a health class, invite speakers from Planned Parenthood, ZPG, or similar groups.	
6. The student will be able to discuss why people choose certain friends.	6. Have each student write a brief paragraph describing how they choose their friends. Read these to the class and ask for discussion. Make a list of those points on which most students agree.	
7. Students will be able to exercise decision-making judgments concerning their future careers and the wardrobe requirements of future life styles.	7. Bring in old catalogues and magazines and have the students decide what their wardrobe should include now and why, what the future and their careers and their finances require of them concerning their wardrobe. They can cut pictures from the catalogues and have a paper doll wardrobe or bulletin board of various wardrobes for various lifestyles.	7. Old catalogs Men's and women's fashion magazines

Subject: English

Developmental Area: Decison-Making (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
8. Students will be able to discuss budgeting and money problems, and prepare a simulated budget for their projected future life styles.	8. Students research their chosen careers to estimate annual salaries. They figure out a monthly budget including mortgages or rent, food, clothing, transportation, savings, insurance, entertainment, and so forth. They may have to research costs of some items they are unfamiliar with (mortgages on an $18,000 home). Have a class discussion following this exercise to evaluate the decisions involved in budgeting and finances in general.	8. Library Guidance office
9. The student will be able to list the decisions that must be made in choosing a career.	9. The students should have a few career choices in mind but they should become aware of the decisions that will influence their final choice. This could be an individual or class assignment to list those influencing factors.	
10. The student will be able to identify and discuss the decisions a citizen must face.	10. Another discussion activity could deal with decisions a citizen must make just to be a member of society (i.e. to vote or not, to serve in the armed	

Subject: English

Developmental Area: Decision-Making (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	10. (cont.) services or related organizations like the Peace Corps, Vista, whether or not to join and be an active member of a political party, and so on). This discussion could be very broad, including attitudes and values.	

Subject: English

Developmental Area: Decision-Making

Teacher Evaluation:

1. Do students have clear concepts of the major areas about which they will be making future decisions?
2. Were book reports turned in and discussed?
3. Did students participating on the panel or those asking questions and making statements from the audience have definite ideas about the role of dating in their current life patterns?
4. Do the students have realistic concepts of marriage and divorce?
5. Were student reactions open and clear about sex, health and child-rearing decisions?
6. Are students aware of conscious and unconscious factors influencing friendships?
7. Are wardrobe needs and desires realistic?
8. Were budgets made by students comprehensive? Were allowances made for emergencies?
9. Were the factors influencing career choices applicable? realistic?
10. Did class discussion involve and interest all of the students, encouraging them to contribute and understand consequences of citizen participation or non participation?

Subject: English

Developmental Area: Education and Training

Instructional Goal: To teach the students a comprehensive research plan necessary to achieve educational and career goals.

Developmental Goal: To aid the student in gaining insight into behavior modification and long-range planning to implement educational and training requirements to fulfill career goals.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will show listening skills and the ability to use guidance office and library facilities effectively.	1. Students should be divided into workable groups for meetings in the guidance office. One of the counselors should explain the functions of the department and materials available in the office. The students should be allowed some time to browse through the materials available to them in the guidance office and library. They should have at least two career choices in mind.	1. Guidance office Library Guidance counselor
2. The student will prepare a long-range plan of education and training to fit career goals.	2. The students should bring materials to class such as the Dictionary of Occupational Titles, occupation briefs, college catalogs, to study. Students, working on their own, should list the courses already taken, presently being taken, and those still necessary for graduation, for college entrance, or for skilled training beyond high school, according to choices	2. Same as above

Subject: English

Developmental Area: Education and Training (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	2. (cont.) Using the guidance counselors and the teachers as helpers, the students who plan to go to college should develop a four-year college curriculum and Master's and Doctoral degree programs if necessary to achieving the career goal. Likewise, the student who plans skilled training at a technical school or on-the-job training should investigate the requirements and document a long-range program.	
3. The student will understand and explain needed behavior and attitude modification for the chosen career plan.	3. The student should write a short theme describing behavior modifications needed before the career goals can be realized.	
4. The student will demonstrate good interview and listening skills and telephone technique.	4. Using the conference line phone if available, allow each student a call to a person in his/her chosen career area. They should talk briefly about education and training required, attitudes, behavior modification necessary or suggested for a top position in that field.	4. Conference line phone equipment Speakers List of questions

Subject: English

Developmental Area: Education and Training (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	4. (cont.) Have the students prepare lists of questions they wish to ask ahead of time to prevent wasting time. Personal interviews or having speakers in the class would serve the same purpose if the conference line phone is unavailable.	
5. The student will perform a hands-on participation in his/her chosen career field and prepare a written evaluation of the experience.	5. If possible, have each of the students arrange a hands-on participation in the area they have researched, with a brief written evaluation as a culminating activity. These might involve local colleges as well as business and industry.	5. Hands-on locations and opportunities

Subject: English

Developmental Area: Education and Training

Teacher Evaluation:

1. Were all students participating in and utilizing materials effectively?
2. Did students prepare career planning lists and programs for future use?
3. Did students write the assigned theme?
4. Did students make effective use of interview techniques? What was the quality of the questions asked?
5. Did students take advantage of opportunities for individual work experiences?

Subject: English

Developmental Area: Employability and Work Adjustment Skills

Instructional Goal: To teach the student the communication skills necessary in employment.

Developmental Goal: To allow the student to discover the employability and work adjustment skills necessary for his/her chosen role.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The students will be able to evaluate themselves critically and completely and write a resumé for employment.	1. Have each student begin an employability and work adjustment file (manila folders will do) to keep all exercises and papers accessible for easy reference. The students should analyze themselves, their aptitudes, interests, goals and financial resources. They may write down in theme form who they are, what they are, and what they want in short-term and long-range goals as they will apply to the world of work. With a real resumé as a guide, have the students write two resumés -- one for a part-time job they want in the near future and one with information such as post- high school training, or additional skills and college education for a job they would like as their life's work. Make clear to the students that appearance of the final resumé must be neat, information accurate and complete, spelling and grammar correct.	1. Manila file folders Sample resumés

Subject: English

Developmental Area: Employability and Work Adjustment Skills (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
2. The student will be able to complete an application form correctly.	2. Given several examples of completed application forms, students will fill out an application for the part-time job they want now and one they would like in the future to put in their files. Again, emphasize completeness, accuracy and neatness.	2. Application blank samples already filled out Unfilled application forms
3. The student will be able to describe a good interview and participate in a simulated interview situation with some competency.	3. Conduct a class discussion about what an employer looks for in a potential employee. Cover such points as appearance and attitudes. Have one student serve as secretary who will write each agreed-upon point on the chalkboard. When the list is complete, have the students copy it and put it into their individual files. Have several students simulate interviews complete with costumes. Have a situation in which the interviewer is very competent at asking questions of the interviewee and at answering questions about the job to be filled, and in which the interviewee has all the skills necessary to be hired for the job. Have	3. Chalkboard Speaker

Subject: English

Developmental Area: Employability and Work Adjustment Skills (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	3. (cont.) other situations in which either or both people are not competent in some way. In these illustrations, emphasize to the class that the interviewee must be prepared to ask certain questions of the interviewer to determine if this job would be the type wanted and if it would afford satisfaction. If possible, set up a more realistic job interview. For example, if the superintendent or the personnel director is willing, they might conduct interviews with several students for different jobs (e.g., bus driver, teacher, janitor, teacher's aide, secretary) in front of the class, as if the students were old enough and had the proper experience and education to fill the positions. After all of the interviews, ask the interviewer which of the applicants they would hire or not hire, and why. The students should be seriously trying to get the	

M1

M1-A

Subject: English

Developmental Area: Employability and Work Adjustment Skills (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	3. (cont.) jobs. Then have open class discussion of the simulations they witnessed. Have a personnel director from a very large factory or business discuss skills and attributes the company is looking for.	
4. The student will be able to describe, discuss and complete a contract accurately.	4. Show the students samples of various kinds of employment contracts and discuss the similarities, differences and legal ramifications of signing and abiding by a contract. Give the students a blank contract and have them sign it properly after reading it completely, and place it in their file folders.	4. Employment contracts
5. The student will exercise good judgment in human relations by finding a workable solution to simulated problems.	5. Role-play situations in which there is worker-supervisor interaction (e.g., a supervisor accuses a worker of making a mistake that the worker knows was made by a co-worker). Have class discussion concerning whether the situation was	

Subject: English

Developmental Area: Employability and Work Adjustment Skills (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	5. (cont.) handled correctly or incorrectly. How could it have been better handled?	
6. The student will be able to write a resignation with accuracy and skill.	6. Show illustrations of resignations. Have each student write two resignation letters - one for the part-time job, one for a future job - and place them in the folders.	6. Sample resignation letter

Subject: English

Developmental Area: Employability and Work Adjustment Skills

Teacher Evaluation:

1. Were resumés completed with 100% accuracy of information, spelling, grammar and neat appearance?
2. Were application blanks filled out with 100% accuracy?
3. Make observations of class participation in discussion, interview simulations and question periods with a speaker.
4. Were employment contracts filled out accurately and completely?
5. Were role-playing situations and class discussions relevant?
6. Did the students write accurate and complete resignation letters?

Subject: English - Drama

Developmental Area: Self

Instructional Goal: To teach students to use their backgrounds, themselves, and what they know of others to express a character in a play.

Developmental Goal: To help students develop awareness of themselves and how they do or do not relate to a given situation and a character somewhat different from themselves.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will be able to construct a self-analysis chart based on the six given areas and complete all six areas.	1. Have each student complete a self-analysis chart using the six areas listed below. (The suggested **topics** under each area are subject to additions or changes. Those listed are merely examples.) Background . Family . Education . Economic factors . Social Physical characteristics . Sex . Height . Weight . Build . Race Psychological characteristics . Attitude toward self -- do you have a good self-image? Do you like yourself? . Attitudes toward others -- do you usually like people when you first meet them? Do you make friends easily?	1. Self-analysis chart

Subject: English - Drama

Developmental Area: Self (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	1. (cont.) Social characteristics . Do you like to be with a group of people most of the time? . Do you prefer to be alone or with just one friend at a time? . Do you consider yourself a leader or a follower when you are in a group? Intellectual characteristics . Mental aptitudes . Academic achievements . Intellectual interests Moral and ethical values . What are your values concerning human life? . Is it better to settle things by discussion and compromise or by other means, even if necessary by making war or using violence? . Are there times when bending the rules and laws is all right?	
2. The student will be able to perform a pantomime given an object or setting in which to establish a character.	2. Have each student set up a scene in which a characterization is achieved.	2. A number of props from home, school, office or theater department

Subject: English - Drama

Developmental Area: Self (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
3. The students, using the object or setting, will be able to apply themselves verbally to create a character in a given life situation.	3. Suggest a life setting in which the student must create, verbally, a characterization that is appropriate to that situation.	3. A list of life-like situations
4. Given a life-like situation, students will perform an ad lib scene with two or more people, creating their own unique characters.	4. In a life-like siutation, have groups of students develop extemporaneously a scene based on the situation.	4. See list in Activity 3

Subject: English - Drama

Developmental Area: Self

Teacher Evaluation:

1. Were all six areas of the self-analysis charts completed?

2, 3, 4. How believable were the characterizations that were developed in the extemporaneous situations assigned? Was understanding of the problems involved clearly evidenced?

Subject: English - Mass Media

Developmental Area: World of Work

Instructional Goal: To orient students to the many English skills employed in the mass media industries.

Developmental Goal: To allow the student to become aware of the part he plays in the world of work and the interdependence of the job he does with others in the same industry.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will be able to identify the various jobs in radio broadcasting and how they are all interrelated.	1. Give the students a list of jobs that are part of radio broadcasting industry. Through class discussion of their individual interests and talents, let each decide what job they think sounds most interesting. Examples: newscaster, news commentator, sportscaster, weather reporter, moderator on a quiz show, copywriter, typist, engineer, producer, director, advertising personnel, sales personnel, continuity director, disc jockey, and so on. Have students research their job choices and show how each job is dependent on some other jobs and how others depend on this job. Report to the class.	1. List of jobs in the radio industry Radio texts School radio broadcast equipment Tape recorder Turntables Mixer Microphone Library Speakers
2. The student will be able to perform at least one of the jobs in the radio broadcasting area.	2. Divide the class into two or three goups and have them prepare 30-minute shows, complete with typed copy, logs, scripts, ads, and public service announcements, to broadcast to the class live or tape record	

Subject: English - Mass Media

Developmental Area: World of Work (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	2. (cont.) for later use in class. The teacher should help each group get organized for their radio show by showing them how each job is dependent on every other to make a good finished product. Have each student write and record 30- and 60-second commercials for realistic products using one or more advertising techniques--slogan, jingle, testimonials, background music, plain folks appeal, bandwagon,and so forth. Have students divide into 2- or 3-person teams to produce 30-, 45-, and 60-second public service announcements (PSA)for a local charity,community calendar spot, and so forth. Have a student who is interested in law research report to the class on the FCC regulations governing radio broadcasting. The student then could check all copy for ads, PSA's and radio shows to insure that no violations are being made. Invite a local radio disc jockey, weather analyst,	

Subject: English - Mass Media

Developmental Area: World of Work (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	2. (cont.) engineer, salesman or other radio personnel to informally talk with the students about radio work and how the particular job fits into the industry as a whole. The students should have a prepared list of questions to stimulate discussion. The students could have actual hands-on experience at small local radio stations in one or more jobs or observe those they would not be permitted to try firsthand. A culminating project could be an open class discussion concerning the radio industry as a whole and how it fits into the whole mass communication system of a country.	
3. The student will be able to identify the various jobs in the television industry and describe the function of each.	3. The students, participating as a group, will list all of the TV production people directly or indirectly involved in putting together a TV show and discuss the duties of each.	3. Television texts Video tape recorder, camera and monitor Speaker Library

Subject: English - Mass Media

Developmental Area: World of Work (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	3. (cont.) Arrange a field trip to a live TV show if possible witn a guided tour of the studio and facilities with questions being answered by the guide. If possible, a TV production person or personality could speak to the class in person or via the conference line telephone.	
4. The student will be able to use television terminology correctly.	4. The teacher should discuss with the class the vocabulary of the TV industry so that they can use the correct terminology.	See Activity 3
5. The student will be able to function in one or more of the jobs of the television industry with some competency.	5. The class should be divided into 2 or 3 groups, each to produce their own TV show using the video tape equipment, incorporating as many jobs as possible, with some students doubling up and taking more than one job. The students should divide into small groups (2-4 each) to produce TV commercials using appropriate advertising techniques. These could be commercial ads, political campaign ads or	See Activity 3

Subject: English - Mass Media

Developmental Area: World of Work (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	5. (cont.) public service ads. These should be video taped and shown to the class. A culminating activity could be a class discussion of the interrelatedness and interdependence of the TV and radio industries and their value to the country as part of a mass communications network.	

Subject: English - Mass Media

Developmental Area: World of Work

Teacher Evaluation:

1. Quiz-- matching titles of radio jobs to duties performed; essay question showing interrelatedness of jobs.
2. Observation of students' participation in and responsibility for their parts in the finished radio product.
3. Written quiz-- explaining the roles of various station employees.
4. Quiz -- explaining vocabulary of television industry.
5. Observation when preparing televised programs. Were discussions and group processes carried out smoothly?

Subject: English - Mass Media

Developmental Area: Economics

Instructional Goal: To teach the student how advertising through mass media influences the consumer.

Developmental Goal: To allow the students to view their rights and responsibilities within our economic system as both consumers and advertisers.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will be able to identify products, given a select portion of the advertising commercial.	1. Have each student watch TV for several hours and listen to the radio for several hours over a weekend, and carefully read a Sunday newspaper--in all cases paying attention to the ads for open class discussion. Play a game with commercial slogans. List a number of commercial sales lines and ask students to write down the products advertised, e.g., "You can be sure if it's (Westinghouse)." Turn the previous exercise around. Name the product and have the students supply the slogans.	1. List of advertising slogans List of products with recognizable slogans or gimmicks
2. The student will be able to analyze critically various types of advertising.	2. Have students cut ads from old magazines and newspapers and paste or tape them on butcher paper on the wall. They should be able to identify the advertising technique and add critical comments. Have some of the students use tape recorders and record various radio or TV commercials for	2. Old magazines and newspapers List of questions concerning advertising

Subject: English - Mass Media

Developmental Area: Economics (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	2. (cont.) analysis by the class. The students must have watched TV during the past week, read magazines, newspapers, and listened to radio. Answer the following questions: . What product is being sold? . What time was it shown or heard? . What TV or radio show does it sponsor? . Is there any relationship between the product and the show? (E.g., soap operas advertise detergents, disposable diapers; sporting events advertise beer, shaving products.) . What sort of attention-getting device is used? . Do you think the ad successfully sells the product? Why or why not? . Of what use is the product to society? . What else is being "sold" along with the product (sex, youth, nostalgia, humor and satire, star appeal, stereotypes, security)? . What type of audience is the sales pitch geared to (age, race, ethnic	

Subject: English - Mass Media

Developmental Area: Economics (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	2. (cont.) group, sex, social class, area of the country)? • How does the commercial portray American life?	
3. The student will be able to simulate the experience of at least one job role in the advertising world.	3. Divide the class into as many agencies as possible (approximately 6 students to each). Have each group decide whether it will assign specific roles (artist, media buyer) to each of its members or whether the group will share responsibilities for copy writing, buying media, and so on. Each agency should have a chairman or creative director. The clients should choose a real or imagined product and tell the agencies how much they can spend. The creative directors and clients should also discuss the marketing objectives. (The campaign might try to increase brand awareness, give the existing brand a new image, stimulate product trial, introduce a packaging innovation, encourage repeat purchase, on increase product usage.) The media buyer should research potential media to be used and the costs involved.	3. Voice magazine, November 8, 1973, Vol. 55, No. 8, Teachers' Edition

Subject: English - Mass Media

Developmental Area: Economics (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	3. (cont.) On the basis of the media buyer's research and the desired marketing objectives, have agencies select the media to be used. The creative directors should encourage discussion of the possible content and format of the ads. The acceptance reviewer should look for any legal problems or unfavorable consumer reactions that might crop up. Copy writers and artists should create the actual ads. The acceptance reviewer should step in if necessary. If possible, have radio or TV ads produced, with agency taking on roles of productions crew. Have each agency display its work to the rest of the class. If possible, pick an impartial panel of judges from other classes, teachers or students, to present awards for the most creative and effective commercials.	
4. The student will be able to analyze and explain why certain ads fail.	4. Tell the students about the popular New York City beer which wanted a bigger market nationally and used	4. List of commercials or ads that have failed or were short-lived Ads in bad taste - real or imagined

Subject: English - Mass Media

Developmental Area: Economics (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	4. (cont.) ads with various ethnic groups showing Italian weddings, Polish picnics, and Puerto Rican festivals--and failed miserably. Then ask them to discuss and analyze why. Make up some very bad commercials or use some real ones that lasted a very short time and have a written assignment allowing the students to tell why the ad probably failed.	
5. The student will be able to critically analyze and explain the use of advertising in politics and its significance for America's way of government.	5. If possible, show the students the film, *A Face in the Crowd*, which explains the rise of a country and western entertainer to political power through TV commercials.	5. Film: *A Face in the Crowd*, 100 minutes, black and white, by Elia Kazan, 1956. Rental from: Charlou Productions, Inc. 165 West 46th St., N.Y., N.Y. 10036
	Ask a local politician or campaign manager, who would be candid about campaign practices, to talk with the class in person or on a conference line call and discuss the power of advertising in politics.	Speaker
	Assign one or more students to read and report on Joe McGinniss' *The Selling of*	*The Selling of the President, 1968* Joe McGinniss, Pocket Books

Subject: English - Mass Media

Developmental Area: Economics (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	5. (cont.) the President 1968. This book explains the Madison Avenue TV campaign for Richard Nixon in 1968.	
6. The student will be able to answer questions and/or write about the principle of good salesmanship, "Know Your Customer."	6. The students should read or have read to them the short story, "The Man Who Sold Rope to the Gnoles," by Idris Seabright, and answer the questions in the teacher's guide. The student should write either a theme discussing "Knowing the Customer," applying that part of salesmanship to advertising or write a short story similar to the above story with the same theme, "Know Your Customer."	6. Voice magazine (See Activity 3)
7. The student will be able to discuss and write about the rights and responsibilities of a consumer.	7. Each student should write a paragraph or two describing the rights and responsibilities of a consumer. This should then be used as the basis for a class discussion, culminating with a bulletin board chart of rights and responsibilities. A lawyer or Better Business Bureau spokesman could verify any questionable areas.	7. Speaker

Subject: English - Mass Media

Developmental Area: Economics (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	7. (cont.) The students could have the option of writing a paper--discussing themselves and/or their family as consumers, including what they want from a product, how they learn about the products they buy, the advertising techniques they are most susceptible to, if they've every returned unsatisfactory products, gone to court over a "bad deal," and so on.	

Subject: English - Mass Media

Developmental Area: Economics

Teacher Evaluation:

1. Oral or written quizzes dealing with products and slogans.
2. Was evidence provided by the 10-question quiz that students have given thought to advertising sales pitches?
3. Make observations of the students as agency members, reviewing the outcomes of their projects.
4. Has the concept of "bad taste" in commercials been understood and are the analyses of commercials' success and failure indicative of that understanding?
5. Are students aware of the effects of advertising on their views of the political scene? Had they previously been aware of the mass media's influence?
6. Use the discussion questions as the basis for oral or written responses. Was the theme or short story completed by all students?
7. Observe that paragraphs or papers are written and that in class discussion students are aware of both their rights and responsibilities.

Subject: English - Science Fiction

Developmental Area: The Individual and the Environment

Instructional Goal: To teach students the complexities of the world in the future and the adjustments that they will have to make in order to be responsible parts of it.

Developmental Goal: The student will become aware of future changes in concepts of work, needs and wants, and the physical and social environment to which he will have to adjust.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will be able to compare and discuss work and leisure time in the past, present and future.	1. The student will chart the trend of decreasing working hours and increasing leisure time. It should start with subsistence farmers, through blue collar factory workers, increased automation and white collar workers. It should also include a projection of what they think the future holds regarding work and leisure time. Two students could investigate attitudes toward work and individual jobs. One could report on propaganda used in the past and in the present to instill satisfaction in various jobs. The other could research texts predicting what will be future methods of providing job satisfaction, adding his or her own theories. After their presentation to the class, discussion may follow. The class will choose a discussion leader and pose the question, "What will be the leisure activities of the future?" The discussion should involve list-	1. Library _Future Shock_ by Alvin Toffler _Brave New World_ by Aldous Huxley _Fahrenheit 451_ by Ray Bradbury

Subject: English - Science Fiction

Developmental Area: The Individual and the Environment (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	1. (cont.) ing activities people now participate in and what these could lead to in the future.	
2. Students will be able to analyze and write about their attitudes toward love, marriage, family and social relations as they are now and as they may relate to the future.	2. Have students pick one of the following topic areas (or others added to the list) and prepare papers describing their viewpoint on the subject. . What do you think marriage will be like in the 21st century? Relate this to your own views about marriage. . Test tube babies . State care of children by the aged . State determination of the competency of a couple to become parents . State determination of sterilizing undesirable elements in society (those people with established mental illness, hereditary disease or IQ below certain levels)	2. Library - Future Shock by Alvin Toffler- science fiction section
3. Students will identify some problems with education today, and propose a new and better system for the future.	3. Each student will design the physical facilities of a future school and write an explanation of their ideas. The class as a whole will take the best idea from each	

Subject: English - Science Fiction

Developmental Area: The Individual and the Environment (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	3. (cont.) school design and design a finished futuristic school.	
4. The student will be able to compare different political systems and identify advantages and disadvantages of each.	4. Write a comparison of the utopian and anti-utopian political systems in such books as Brave New World, 1984, Walden Two, Starship Troopers, and Orphan in the Sky. Ask a political figure to speak on his or her view of the politics of the future	4. Library - Brave New World by Aldous Huxley. Walden Two by B.F. Skinner. 1984 by George Orwell Starship Troopers by Robert Heinlein Orphan in the Sky by Robert Heinlein Speaker

Subject: English - Science Fiction

Developmental Area: The Individual and the Environment

Teacher Evaluation:

1. Observe the discussion among the students. Did all participate and defend their opinions?
2. Based on written reports and analyses. Observe questions asked of speakers.
3. Is the school design complete and well-rounded? How thorough is the written explanation of the design and the oral defense of the new designs?
4. Do students evaluate both advantages and disadvantages of the sytems?

Subject: Fine Arts - Art

Developmental Area: Self

Instructional Goal: To teach students to draw a profile of themselves and of their personal interests.

Developmental Goal: To enable the students to become aware of their own uniquenesses and to apply them to future planning.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The students will draw and recognize their personal uniquenesses, consider interests and personality traits.	1. Have students lightly sketch each other's profiles as large as possible. Students will finish their own profiles, adding and embellishing to represent themselves. (Profiles are side views of the face.) . Discussion of the things about us that make us different from each other, aside from physical features --interests, hobbies, habits. . Students will represent their own special interests with sketches inside the profile. Sports, books, records are some of the many possibilities. . Students may use pastels or other coloring media to finish their profiles. Emphasis how each is a unique and special person.	1. 18" x 24" newsprint, pencils, pastels, colored pencils, crayons, tempera or water color. Possibly use magazine cutouts of interests (sports, records) to supplement drawn pictures if students feel unsure of expressing some ideas through their own drawings
2. The students will consider the potential usefulness of their interests and unique characteristics.	2. Further discussion to provoke thoughts of the future: "How can my interests be useful?" "Can I incorporate my aptitudes and special differ-	

Subject: Fine Arts - Art

Developmental Area: Self

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	2. (cont.) ences into planning my future?" "What type of work would I enjoy?" "How can I best use my abilities for a satisfying life?"	

Subject: Fine Arts - Art

Developmental Area: Self

Teacher Evaluation:

Have students drawn several pictures representing unique or individual traits and interests.

How well are students able to project their interests into future job or career possibilities during discussions?

Subject: Fine Arts - Art

Developmental Area: Decision-Making

Instructional Goal: To teach students to plan and produce a mural for the school.

Developmental Goal: To encourage students to become aware of the affects of decisions in creating a group project.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will help decide what the mural will portray.	1. If permitted, students may paint a wall near the entrance in the school, or use mural paper, any size. . Discuss reasons for painting a mural for the school. Students decide best location for the mural, the size, scope of possible ideas for it. . Show slides of historic murals. Man has always decorated his surroundings. . Discuss ideas for mural -- realistic or symbolic -- to show spirit of school and interests of the students and community. . Students all make sketches of their ideas. . Students choose sketch (or parts of several sketches) best reflecting the school, community and students.	1. . Slides of Egyptian painted tombs, cave paintings, Sistine Chapel. . Field trip to local library, train station, post office or bank that has murals on the walls. . Newsprint, pencils
2. The student will help paint the mural, understanding that it may be displayed for many years.	2. Students will sketch mural on wall and paint it with oil-based paints. (Discuss permanence of the mural and historical value to future students.	2. Several pint and quart cans of oil-based paint, oil paint, brushes, turpentine, drop clothes or newspapers.

Subject: Fine Arts - Art

Developmental Area: Decision-Making

Teacher Evaluation:

Are background and reasons for murals understood by students?

Evaluation of sketches made of ideas for murals.

How well was chosen mural design transferred to the wall?

Was care taken to work carefully on this permanent art work for the school?

Subject: Fine Arts - Commercial Art

Developmental Area: The Individual and the Environment

Instructional Goal: To give students experience in creating advertisements for desirable and undesirable products.

Developmental Goal: To help students become aware of the societal values involved in promoting products.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will understand that artists illustrate, photograph or somehow affect all visually advertised products or services.	1. Students will find, compare, and collect a variety of product advertisements in a class scrapbook. Discussion: Who chose ducts to be advertised? Why? All products have been illustrated, photographed, and laid out by artists in all visual media.	1. Magazine and newspaper ads, TV ads, billboards recalled
2. The student will recognize the artist's role as promoter.	2. Discussion: How did artists make these products so appealing and desirable? What sells a product to a consumer?	2. Old magazines and newspapers
	Cut out various parts of ads -- rearrange them to create a montage that conveys a whole new meaning to the product, e.g., soda pop used as shampoo, resulting in colored yarn hair, and so forth. Amusing new ads show the power of visual suggestion.	Scissors, glue, background paper (any size)
	Create a mood with lights, a background with draped cloth or paper, and arrange a tool, product or "invention" in a	Inexpensive cameras, film or Polaroid for class use, various props, lights, cloth

Subject: Fine Arts - Commercial Art

Developmental Area: The Individual and the Environment (cont)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	2. (cont.) pleasing way. Photograph it to the best advantage, making it seem important and very special.	
3. The student will understand that the social responsibility of the artist includes power to glorify even undesirable products that may be harmful.	3. Discussion: How can a potentially dangerous or harmful product be made to seem favorable enough for purchase? (Caution: Teacher's values about products should not be imposed upon students -- students should be encouraged to give their opinions and feelings.)	3. Ads of products that could be harmful or undesirable (according to students)
	Students will make up ads for products that are considered very undesirable by the class. The ads will try to sell and glorify the products (such as garbage). (These can be very humorous and promote much discussion.)	12" x 18" white paper or newsprint, black magic markers, watercolors

Subject: Fine Arts - Commercial Art

Developmental Area: The Individual and the Environment

Teacher Evaluation:

1. Observe students' understanding of artists' roles in promotion of products. Do they understand the responsibility of the artist in promotion?

2. Have the students created new ideas and ads from parts of ads?

3. Have they created ads showing how even undesirable products can be made to appear appealing?

Subject: Fine Arts - Commercial Art

Developmental Area: Employability and Work Adjustment Skills

Instructional Goal: To teach students to silk screen sports ribbons for a saleable art product.

Development: To develop in students an awareness of the skills needed to work together to produce a product; to better understand the silk screen technique.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will be able to work with classmates in an art production activity. The student will help plan and produce ribbons and decide how profits will be used. The student will learn how to silk screen and how to produce a volume of ribbons with the silk screening method.	1. Discuss silk screening sports ribbons as a weekly job, encourage student leadership and organize the various stages of designing, cutting the stencil, and the actual silk screening into an art production workship. Various committees do preliminary designing, stencil cutting and screen preparation during the week. Devote one period a week to silk screen the ribbons (they dry fast). Clean-up committee is rotated weekly. Sales committee will sell ribbons at going market price to student and faculty. Profits can be reinvested in more supplies, or class may decide to buy art equipment or materials for the school.	1. Small silk screen squeegee, silk screen ink, pro-film stencil, X-acto knives, Naz-Dar stencil adherent, several rolls of ribbon, scissors, straight pins (to pin on ribbons)

Subject: Fine Arts - Commercial Art

Developmental Area: Employability and Work Adjustment Skills

Teacher Evaluation:

Do students work cooperatively to design and produce ribbons?

Do students understand production and silk screen techniques?

Are ribbons produced and sold regularly before football and basketball games?

Does art production workship interfere with other art classes' activities in the classroom?

Is the classroom cleaned up and left orderly after production?

Do students have a better understanding of producing saleable art work through cooperative effort?

Subject: Fine Arts: Arts in General

Developmental Area: World of Work

Instructional Goal: To introduce students to the job and career opportunities available in the arts.

Developmental Goal: To lead to student awareness of the varied possibilities for careers in the arts.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The students will begin to explore the possibilities of incorporating the arts in their own lives.	1. Discuss the broad occupational areas the arts cover. List as many uses of the arts as the class can name. Make use of the library or career media center to discover other occupations involving the arts. Each student will choose three possibilities for working with or using the arts and explore each as a possible career. Discuss findings, surprises, interests in class. List areas or jobs chosen most often by students.	1. Black board, chalk Career media center materials and occupation files, filmstrips or books: Dictionary of Occupational Titles; Careers in Art
2. Students will explore specific job or career opportunities.	2. Invite speakers representing jobs or careers students selected most often. (Examples: commercial artist, actor, musician.) Arrange for mini-field trips to chosen career areas for on-site observation and possible participation by students. If feasible, have the most interested students stay several hours.	2. Speakers from local commercial art company, printing company, theatres, playhouses, union Contact career specialist for trip arrangements

Subject: Fine Arts: Arts in General

Developmental Area: World of Work

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	2. (cont.) Arrange for a one-to-one work experience for interested students with local artists or craftsmen.	Contact specific individuals for hands-on experience

Subject: Fine Arts: Arts in General

Developmental Area: World of Work

Teacher Evaluation:

1. Do students evince a heightened awareness of the many career possibilities in the arts?

2. Observe and note the interest in and questions asked of speakers.

   Were specific interest areas or careers explored by each student?

   Did students participate and get involved in field trips?

   Did students stay with the one-to-one experience and show interest in their findings about the job?

Subject: Fine Arts - Commercial Art

Developmental Area: Economics

Instructional Goal: To teach basic design concepts in creating a newspaper ad.

Developmental Goal: To develop student awareness of the tasks of commercial artists in building the desire for specific products in consumers.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will be able to understand how ads appeal to the consumer by learning about the various kinds of ads.	1. Discussion of psychological effects of ads -- different types of ads, their appeal and the audience to whom they are directed. Make a class scrapbook showing several examples of different kinds of advertisements.	1. Magazine and newspaper ads Sunday newspaper ad sections Large sheets of newsprint or bogus paper for scrapbook, scissors, glue
2. The student will understand why product advertisements are produced by commercial artists.	2. Have a class discussion of the role of ads in the economy and how commercial artists produce them. Ask someone working in an advertising department to speak with the class, explaining how new products are introduced and explained, how services and products are promoted for increased sales.	2. Field trips to advertising departmen of local newspaper or large department store Speakers — commercial artists or ad agency representatives
3. The student will be able to plan and draw an ad for a product that would appeal to a certain range of customers.	3. Plan an ad for a product (either one familiar to many or invent a needed or useful one) with several thumbnail sketches. . Incorporate design and lettering principles. . Study ads for simplicity and clarity of ideas.	3. White paper or newsprint Black felt tip pens or ink Brushes, mimeograph, ditto, linoleum blocks and ink

Subject: Fine Arts - Commercial Art

Developmental Area: Economics (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	3. (cont.) . Check ad's effectiveness on other students.	
4. The student will complete an ad and understand how repetition reinforces the selling effect of ads.	4. Execute finished newspaper ad in black and white and shades. . Put all ads together to evaluate their selling and interest-catching effect. . Reproduce one ad (mimeograph, ditto, linoleum cut) many times, tack on board, see selling impact of reproduction repetition.	4. As in Activity 3

Subject: Fine Arts - Commercial Art

Developmental Area: Economics

Teacher Evaluation:

1. Does the scrapbook of ads show an understanding of various kinds of appeals to customers?
2. Observe and note: do questions and answers in discussion show understanding of the basic reasons for advertising by commercial artists?
3. Has the student demonstrated an ability to create an effective ad?
4. Does multiple reproduction of the ad enhance its impact?

Subject: Fine Arts - Crafts

Developmental Area: Education and Training

Instructional Goal: To teach students how to help others make ceramics.

Developmental Goal: To promote the students' concepts of themselves in the role of teachers and to gain self-confidence and pride in helping others.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. Students will review their skills in a craft, such as ceramics.	1. Organize a class of interested students into a teacher's club. Discuss how skills, such as ceramics, can be taught. Review by using various techniques such as coil, slab, pinch or combinations to make several ceramic objects.	1. 100 lbs. premixed clay (cone 05-06) Ceramic tools, newspapers, cloth-covered boards
2. Students will understand methods of teaching their skills in ceramics to other students.	2. Discuss teaching methods, such as demonstration, giving each student a chance to practice a method. Have students review glazing methods with each other.	2. Materials as in Activity 1 Illustrations or finished ceramics in various techniques Glazes, brushes, glaze chart (optional) Illustrations of glazing methods
3. The student will teach other students to work with clay.	3. Make arrangements for the group of students to teach another group (from another class, at an elementary school or after school) on a one teacher to one- or two-student ratio. The student "teachers" will be responsible for teaching, helping, and cleaning up with their "students." These "classes" should be held several times to give all "students" and "teachers" ample time to learn or teach required skills to make several ceramic objects.	3. Approximately 5 lbs. premixed clay per student per session Ceramic tools, newspapers, cloth-covered boards, plastic bags to store uncompleted objects A variety of glazes and brushes

Subject: Fine Arts - Crafts

Developmental Area: Education and Training

Teacher Evaluation:

1. Are students able to demonstrate and explain various ceramic and glazing techniques?
2. Are students confident in showing others how to work with clay?
3. Are students effective in teaching their "students" to use clay and make ceramic objects?
4. Have students realized their capacities for teaching and sharing skills with others?

Subject: Guidance

Developmental Area: Self

Instructional Goal: To inform students regarding the interpretation of their individual OVIS and GATB scores.

Developmental Goal: To develop an awareness of students' own interests and aptitudes.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The students shall be able to list their five highest interest areas.	1. Schedule students for small group sessions. . Administer the Ohio Vocational Interest Survey. Score. . Review "Student Report Folder." . Have each student list their five highest interest areas. . Let students discuss their feelings about each interest area.	1. Ohio Vocational Interest Survey: Specimen set available from the Ohio Testing Services, Division of Guidance and Testing, State Dept. of Education, 751 Northwest Blvd., Columbus, Ohio 43212
2. Students shall be able to identify their five highest aptitude areas.	2. Schedule students for small group sessions. . Administer the General Aptitude Test Battery. Score. . Review "Test Interpretation Notebook." . Have students list their five highest aptitude areas. . Follow with discussion by students about their feelings regarding each aptitude area.	2. General Aptitude Test Battery Speciment set available from the Division of Guidance and Testing also.

Subject: Guidance

Developmental Area: Self

Teacher Evaluation:

1. Notice the ease with which student identifies his or her interests and aptitudes. Do students agree with or seem surprised by the test results?
2. Observe and note for later reference student questions and responses.

Subject: Guidance

Developmental Area: Decision-Making

Instructional Goal: To teach an organized method for decision-making.

Developmental Goal: To help the student develop a sequential approach to decision-making process.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. Given two alternatives, the students shall be able to make a decision as to which alternative is identified most closely with them.	1. Discuss the steps involved in making decisions. . Intake - gathering data related to the problem (self-awareness) . Organize the data - order, group, compare and contrast. . Interpret the cause-effect relationship. . Generate possible solutions. . Develop the conditions necessary for an alternative to solve the problem. . Examine the consequences of the alternative. . Conclude the eventual consequences of an alternative. Give the students exercises of a forced-choice nature. Have them move from one side of the classroom to the other as they identify with their choices. Utilize strategy #5, Values Clarification, p. 94-96. For Example, Are you: (1) red or green? (2) old or new? (3) helicopter or jet? (4) pond or stream?	1. Values Clarification: A Handbook of Practical Strategies for Teachers and Students, Simon, Sidney B., Leland W. Howe and Howard Kerschenbaum, Hart Publishing Co., Inc., New York,

Subject: Guidance

Developmental Area: Decision-Making (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
2. The students shall be able to identify the values that led to each decision between the given alternatives.	2. Have students select a partner and discuss reasons for their particular choices. New partners should be selected each time decisions are made.	2. Place decision-making steps on overhead and mimeograph

Subject: Guidance

Developmental Area: Decision-Making

Teacher Evaluation:

1. During the movements indicating decision-making choices, was there much vacillation or were students able to quickly choose alternatives?
2. Did the discussion help identify values that led to the particular decisions?

Subject: Health/ Physical Education

Developmental Area: Self

Instructional Goal: To teach students the concepts of behavior.

Developmental Goal: To make the student aware of the causes of behavior so that he may better accept his and others' feelings, attitudes and values.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will be able to list and understand Maslow's "Heirarchy of Needs" and the behavioral equation.	1. Students will read behavioral incidents and practice analyzing why the persons acted as they did, considering their needs and other factors. Students will make a bulletin board display illustrating the needs of people. Use collage technique for magazine pictures or drawings. Students will review and take a self-test on the study of behavior.	1. Samples of behavioral incidents Supplies for bulletin board display Chart display of Maslow's "Heirarchy of Needs" and behavioral equation
2. The student will be able to identify and perform selected occupational activities involved in studying his or her own behavior and that of others.	2. Have students view an assigned TV show and do case studies of individuals portrayed, identifying which needs are emphasized, the resources on which they draw, and the immediate physical setting. Selected students may interview their parents to find out the kind of work they do, what they like and dislike about their jobs, what other kinds of work	2. Weekly TV listings from a local newspaper Interview form for parents Speakers - social worker from a children's service agency, mental health center or juvenile detention center, aide in a hospital, receptionist from a business firm, waitress

Subject: Health/Physical Education

Developmental Area: Self (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	2. (cont.) they have done and what other interests they have. Students will make observations about the interviews. Arrange for interested students to spend a day assisting a counselor, social worker, aide, or receptionist, or arrange for a speaker whose job requires an understanding of behavior or helps others to understand behavior.	
3. The student will be able to identify and accept different causes of others' behavior.	3. Students will role play home situations that are sources of friction and analyze possible reasons persons acted as they did. Arrange for a social worker or related worker to speak about the effects of needs not being met and resultant behavior. Have each student do a day's volunteer work emphasizing positive attitude. Discuss this experience.	3. Speaker-- social worker or administrator from a Children's Services Board List of possible volunteer jobs in the community

Subject: Health/Physical Education

Developmental Area: Self

Teacher Evaluation:

1. Observe discussion and reaction to behavioral incidents.

   Does the bulletin board display portray a wide variety of needs?
   Were results of the self-test understood by the students?

2. Were case studies, parental interviews and students' observations written up carefully and thoughtfully?
   Have students report to class about their hands-on activities.

3. Were role-playing situations sympathetic to the needs of the individual family members?
   Observe and note questions asked of the speaker.
   Were students willing to perform volunteer duties? What was learned through these experiences?

Subject: Health/ Physical Education

Developmental Area: Decision-Making

Instructional Goal: To teach students how to plan a program of short-term individualized general conditioning.

Developmental Goal: To help the student follow a cognitive sequence of decision-making to set up an individualized daily program of exercise and activity.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. Through a cognitive sequence of decision-making, students will be able to select and perform a variety of exercises and activities that provide a will-rounded program of total body conditioning.	1. Have students demonstrate activities and exercises and describe their benefits. Hand out a brief article or study that illustrates why we need exercise and the kinds of exercises our body needs. Have students analyze what they feel their needs are, using large index cards to write outlines of a daily program. Allow for space for additional activities.	1. Resource books - Body Contouring and Conditioning through Movement, Janet Wessel. Allyn and Bacon. Conditioning, Perry Johnson and Donald Stolberg. Prentice-Hall. Charts and lists of exercises and activities Articles about the benefits of activity Index cards for activity programs
2. The student will follow a program of activities and examine the consequences of alternatives.	2. Assign selected students to make a bulletin board display in the locker room that illustrates the consequences of following one's program of conditioning activities. Discuss some of the consequences of not following a program, e.g., poor condition, low grades in physical education. Have each student illustrate why they should follow a daily activity program.	2. Bulletin board supplies

Subject: Health /Physical Education

Developmental Area: Decision-Making (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
3. The students will examine their courses of action and make any necessary adjustments.	3. Students will evaluate their programs every two weeks making necessary changes in activities. Invite a model or dancer to talk to the class about the importance of fitness and to teach some good conditioning activities. Have students work in groups of 3 or 4 to evaluate each others' programs and offer suggestions.	3. Progress evaluation cards Speaker - model, dancer

Subject: Health/ Physical Education

Developmental Area: Decision-Making

Teacher Evaluation:

1. The student will follow a program of activities for 8 minutes at the beginning of each class period for 6 weeks, making progress each day. Note progress.
   Are students' selections and performances of exercises and activities and changes consistent with a well-planned program?

2. Test students on their basic information about the importance of exercise and activity.
   Note bulletin-board display discussion and questions.
   Are students' illustrations of why they should follow their program of activities relevant to their goals? Realistic?
3. Observe the questions asked of speakers and student participation in their programs of activities.
   Are students' evaluations of their own and each others' programs related to their goals?

Subject: Health/ Physical Education

Developmental Area: The Individual and the Environment

Instructional Goal: To teach students basic gymnastic skills on the uneven parallel bars and some strengthening exercises for these skills.

Developmental Goal: To encourage the students to accept responsibility for assisting each other in general skills and spotting each other, and to gain a better understanding of individual differences.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will be able to perform specific strengthening exercises for the uneven parallel bars as well as selected gymnastic skills on the uneven parallel bars.	1. Demonstrate strengthening exercises for the uneven parallel bars. "Parallets" may be used. Emphasize the importance of strengthening exercises as well as warm-up exercises. Teach "legs over bar to balance." Demonstrate and explain. Practice with each student. In small groups work on basic tumbling skills.	1. Parallets List of exercises Uneven parallel bars Mats Crash pad Charts on tumbling skills
2. The student will be able to perform safe "spotting" and be able to identify safe and unsafe situations on gymnastic equipment and performance.	2. As skills are taught emphasize spotting and understanding how the body moves to accomplish the skill. Each student is to practice spotting. To emphasize constant alertness and responsibility to each other, award positive points to persons recognizing a dangerous situation and acting positively. These situations should be noted on a card by the individual with a brief explanation. During small group work practice tumbling skill, making sure all spot properly.	2. Same as above Safety cards Resource - Judging and Coaching Women's Gymnastics by Carolyn Bowers, et al. National Press

Subject: Health/ Physical Education

Developmental Area: The Individual and the Environment (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
3. The students will work in a positive manner with different members of a group being able to identify, understand and accept differing skill levels and abilities.	3. Arrange students in groups. Have them elect a leader. The leader, with the assistance of each student, will assess level and progress to be made in various physical activity skills. In a working group, each member will evaluate himself and others on ability to get along, effort, and acceptance of responsibility. Buzz sessions may be held in working groups, discussing such topics as desirable work attitudes, attitudes toward each other, and so on.	3. Assessment cards

Subject: Health/ Physical Education

Developmental Area: The Individual and the Environment

Teacher Evaluation:

1. Use pre-test and post-test skill level progress charts or evaluations to observe and note students' ability to perform designated basic tumbling skills on mats, and their new skills on the parallel bars.

2. Observe how conscientiously students spot. A short quiz may be given asking about purposes served by spotting.

3. Observe for maximum positive work habits and positive feeling towards members of the group.
Evaluate safety cards for positive working ability and positive personal relations noted by teammates.

Subject: Health/Physical Education

Developmental Area: Education and Training

Instructional Goal: To teach students basic first aid care.

Developmental Goal: To familiarize the students with the first aid care as training for their career interests and/or life.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The students will be able to list and answer questions concerning first aid care in emergency situations.	1. Show film on basic emergency care. Give self-test on basics of film. Assign students to work with partners to present demonstrations on first aid procedures in specific emergency situations. Students will work in small groups to practice first aid skills, taking notes and answering questions.	1. Film - Are You Ready? from County Library film department Index cards with sample situations of emergencies Text- American First Aid Handbook
2. The student will be able to perform selected first aid skills.	2. Review and discuss mouth-to-mouth resuscitation (and alternative methods) pp.288-291 in text. Arrange for a speaker from the emergency squad or Red Cross to review mouth-to-mouth resuscitation giving each student the opportunity to administer mouth-to-mouth resuscitation to the mannequin. Prepare simulations involving students in emergency situations such as automobile accidents, poisoning, drowning.	2. Text- Making Health Decisions by Gmur, Fodor, Glass and Langon. Speaker - emergency squad or Red Cross with mannequin List of simulations involving emergencies

Subject: Health/Physical Education

Developmental Area: Education and Training (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
3. Students will be able to identify situations in their or others' lives and careers in which first aid can be used.	3. Arrange for selected students to spend a day in a career that uses first aid procedures such as ambulance driver, emergency squad work, fireman, doctor, and emergency room attendant. Have students list emergency situations they have witnessed or heard about in which first aid knowledge was or would have been useful. Have students interview parents and neighbors concerning situations in which first aid knowledge was important.	3. Interview form for parents

Subject: Health/Physical Education

Developmental Area: Employability and Work Adjustment Skills

Teacher Evaluation:

1. Use pre-test and post-test charts to assess skill level progress in volleyball, e.g., students' ability to back up and set up, improving skills and techniques.

2. Make observations regarding the presence or absence of positive work attitudes during class.
   Are good interpersonal relationships developing easily or are there problem areas that need to be worked on?

3. A written test might be given on identification of good or poor interpersonal relationships in daily life and in class.
   Do reports to class of hands-on activities emphasize cooperative attitudes? Was cooperation always achieved?

Subject: Health/Physical Education

Developmental Area: World of Work

Instructional Goal: To teach the student the various causes and degrees of mental retardation and the services available for the mentally retarded.

Developmental Goal: To enhance the students' awareness of the special aptitudes unique to occupations involved in working with the mentally retarded.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will be able to describe some of the causes as well as better understand the complexity of mental retardation.	1. Discuss pp. 242-245 on causes and degrees of mental retardation. Have students break up into buzz groups and discuss misconceptions about mental retardation and concerns of the family of a retarded individual. Students should list as many contributing factors as they have been able to discover in their reading and research of mental retardation.	1. Text - Making Health Decisions, Gmur, Fodor Glass and Langan. Prentice Hall, Inc. 1970. Booklets, articles on mental retardation
2. The student will be able to identify certain aptitudes that would be desirable in working with the mentally retarded.	2. Arrange for interested students to do tutoring in the special education classes for a designated period of time, or assist at a special school. Library assignment: Have students research five occupations that retarded. Invite a person who has worked with the mentally retarded to tell about his work, e.g., head of summer camp for the retarded,	2. Resources and speakers - principal, teacher or teacher's aide from a special education school Library

Subject: Health/Physical Education

Developmental Area: Education and Training

Teacher Evaluation:

1. A written and practical test on first aid skills may be given; including questions on the film.

2. Can students demonstrate with ease the first aid techniques and answer questions concerning them? Were they able to perform mouth-to-mouth resuscitation on the mannequin?
   How well demonstrated was their ability to handle emergency situations?

3. Have students report to class about hands-on experiences.
   Are students cognizant of the many situations in his or others' lives in which first aid may be necessary or important?

Subject: Health/ Physical Education

Developmental Area: Employability and Work Adjustment Skills

Instructional Goal: To teach students the concept of "backing up" and "setting up" to a teammate in volleyball.

Developmental Goal; To help the students to become aware of the skills related to building interpersonal relationships.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will be able to skillfully set up the volleyball to a teammate and back up the teammate in a practice or game situation.	1. In small groups have students practice coaching each other in the skills of backing up and setting up in volleyball. Assign drills to practice setting up. Review the fundamentals of passing the ball. Assist each student as needed. Apply information to setting up the ball.	1. Volleyballs Charts on volleyball skills Reference books - It's Power Volleyball, Carl McGown. Volleyball, Shondell and and McManama. Prentice-Hall. Volleyball, Scates and Ward. Allyn and Bacon.
2. The student will be able to work in a small group assisting others in gaining the skills of setting up and backing up in a positive manner, thereby helping build good interpersonal relationships.	2. Discuss positive attitudes toward each other and doing your best. Invite coach to discuss this. Also discuss why people act negatively and what one can do to counteract this. Role play situations. Check with leaders on progress of groups and assist as needed, noting the ability to get along, attitude about trying and skill level. Assign group members to help as needed.	2. Speaker - coach Cards for role-playing negative and positive attitudes

Subject: Health/Physical Education

Developmental Area: Employability and Work Adjustment Skills (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
3. The students will be able to identify good and poor interpersonal relationships in a practice session or during team play.	3. Role-playing situations that cause good and poor interpersonal relationships (e.g., a player does not play position, players lose their tempers, a player gets disgusted with the lack of skill in other players, a player doesn't try, a player criticizes another). Discuss each of the above. Arrange for interested students to spend a day at a place of work that requires good cooperation.	3. Cards for role-playing poor interpersonal relationships Arrange student visits to some of the following: a specific administrator in business or industry, receptionist in doctor's office, principal, school secretary, recreation director, coach

Subject: Health/Physical Education

Developmental Area: World of Work (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	2. (cont.) an aide from a state school, a special education teacher.	
3. The student will be able to identify the community services available to help the mentally retarded.	3. Invite the principal from a special education school (or the school psychologist) to speak on care of the mentally retarded. Visit various service or educational programs for the mentally retarded. Do a bulletin board study illustrating occupations. Review materials on facilities available in the community and discuss pp. 242-245 on facilities, services for the mentally retarded.	3. Speaker - principal or teacher from a special education school Text (from Activity 1) Booklets, pamphlets, art on mental retardation

Subject: Health/Physical Education

Developmental Area: World of Work

Teacher Evaluation:

1. Make observations and notes or summary reports from the buzz group.
   Use tests on the concepts of mental retardation.

2. In their reports of hands-on experiences, do students show an understanding of the basic problems?
   Are students able to name desirable aptitudes in working with the mentally retarded and identify associated occupations?

3. Can students name and discuss the services available for the mentally retarded?
   Observe and note questions asked of the speaker and on the field trip.

Subject: Health/Physical Education

Developmental Area: Economics

Instructional Goal: To make students aware of the financial ramifications of self-medication.

Developmental Goal: To develop students' ability to make personal decisions and consumer decisions concerning self-medication based on an intelligent and informed rationale.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will be able to list non prescription drugs that can be abused as well as dangers inherent in their abuse.	1. Assigned students will visit a pharmacy to find out what drugs (non prescription) are sold, their sizes and costs. Students may take inventories of their own medicine cabinets. Students will review and discuss pp. 301-305 of text on self-medication. Invite a speaker from the Drug Abuse Center to speak to the class about the dangers of non-prescription drugs.	1. Text - Making Health Decisions, Gmur, Fodor, Glass and Langan. Prentice-Hall, Inc., 1970 Inventory chart for pharmacy Speaker - local drug abuse center
2. The student will be able to identify some of the methods of advertising that influence the consumer to buy certain non prescription drugs and why they influence them this way.	2. Have students bring in advertisements that promote certain health products and analyze for consumer awareness. Prepare simulations to involve students in writingslogans and making advertisements for radio or TV spots to peromote their product. Review Maslow's "Heirarchy of Needs" and how advertisements consider those needs.	2. Sample advertisements Radio spots Chart - Outline of Maslow's "Heirarchy of Needs"

Subject: Health/Physical Education

Developmental Area: Economics (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
3. The student will make personal consumer decisions based on a logical rationale.	3. Arrange for interested students to spend a day in an area related to making one a more informed consumer, i.e., assisting in a pharmacy or a drug education center. Have students list situations that would involve self-medication and discuss alternatives and considerations. Selected students will work in a committee to illustrate considerations in making decision on self-medication, designing a poster or bulletin board display.	3. Local pharmacy, local drug department of large store Chart on decision-making

Subject: Health/Physical Education

Developmental Area: Economics

Teacher Evaluation:

1. Can students readily answer questions on the dangers of self medication? Observe and note questions asked of the speaker from the drug abuse center.

2. Observe simulation of TV spots, slogans and advertisements made by students, their discussion and analysis of these. Do these activities and the poster or bulletin board displays on making decisions on self medication illustrate both good and bad consequences? Do they emphasize the point at which medical advice should be sought?

3. Have students make reports to class after their hands-on activities.

Subject: Home Economics

Developmental Area: Self

Instructional Goal: To help students accept themselves as sexual beings.

Developmental Goal: To encourage the students to look at an occupation in light of their abilities and desires, not in light of societal stereotypes.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. Students will survey individuals and summarize the similarities and differences of activities and interests of males and females.	1. In groups develop an "Interest Inventory." Include use of free time, vocation, money and vacation. Compile a master inventory to be used by the class. Survey study halls comparing interests of boys and girls. Interview parents, grandparents, older brothers and sisters, teachers. In groups compare the inventory and summarize as a class. Note similarities and differences of activities and interests enjoyed by males and females. What activities do men not do because they are feminine? Vice versa? What activities have changed in the last 30 years?	1. Survey sheets
2. Students will evaluate several sexual differences (primarily attitudes and reactions).	2. Role-play how a man would react and then how a woman would react-- . to seeing a mouse . to being involved in a car accident . to hearing a young baby cry . to watching a sad movie . to being late for an appoint-	

Subject: Home Economics

Developmental Area: Self (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	2. (cont.) . watching TV sports . to missing someone's birthday . in a fun house Students will summarize and discuss these differences. Are they learned? Are they necessarily justified or excusable? Students will write a one-page paper, "We have discussed these differences and I feel that we must..." (noting the need for individual and societal change).	
3. Students will compile a list of occupations that are typically oriented to the male and female role.	3. Brainstorm professions identified with the female sex, with males. View filmstrip, Jobs and Genders. In groups discuss "Have you ever considered a career that was thought of as traditionally improper for your sex? What did you decide? Why? What leads you to believe that there is still considerable discrimination against women in employment? How could you help?	3. Filmstrip - Jobs and Genders, Guidance Associates, Pleasantville, N.Y. 1971 (2 parts, 9 minutes each with LP or cassette)

Subject: Home Economics

Developmental Area: Self (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	3. (cont.) Invite a male nurse or telephone operator to speak to the class. Invite a female construction worker.	3. Speaker in a job traditionally filled by a person of the opposite sex
4. Students will evaluate what it means to accept oneself sexually.	4. Have the students write an assessment dealing with what it means to accept oneself sexually. Citing examples of how this lesson has helped them recognize their own feelings, attitudes, or stereotypes regarding sex roles. Have teacher discuss paper and feelings with each student.	

Subject: Home Economics

Developmental Area: Self

Teacher Evaluation:

1. Do the compiled inventory sheets note areas of overlap between male and female interests and activities?
2. Observe and note students' involvement in role playing and discussion. Are students' insights on reaction papers sensitive to differences, similarities and the role of societal learning?
3. Observe and note responses during discussions and with speakers.
4. During individual discussions, are students making realistic assessments of their feelings?

Subject: Home Economics

Developmental Area: Decision-Making

Instructional Goal: To teach students processes involved in decision-making.

Developmental Goal: To help students have opportunities to participate in decision-making and correlate their values to the decision-making process.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will identify alternatives to a value of life issue.	1. Have the class discuss life styles and the importance of considering alternatives to the way we live. The discussion may begin by suggesting that for many people life is just a collection of accumulated habits. Discuss present value issues, e.g., things to do on a weekend, jobs to get at 16. Brainstorm as many alternatives to value issues as possible in 3-5 minutes individually. Then form small groups (3-4 persons) to develop a list of alternative solutions by combining lists or adding new ideas. Have them choose the three alternatives they like best and then rank order them. Report results to the rest of the class. The teacher must remember not to criticize. In discussion, ask students if they would consider any of the new alternatives.	1. *Values Clarification: A Handbook of Practical Strategies for Teachers and Students*, Simon, Howe, Kirschenbaum. Hart Publishing Co., New York, 1972 (pp. 193-197).
	Fill in chart to consider each alternative more carefully.	Alternatives chart, page 120

Subject: Home Economics

Developmental Area: Decision-Making (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	1. (cont.) Present decision-making process using tapes and overheads.	J. C. Penney's educational materials and kit on decision-making. Free loan, available at J.C. Penney stores
2. The student will select solutions to possible life situations.	2. Discussion of "Things we did that we later regretted." Given a situation, students write what they would do in that case, e.g., You're really interested in food service and want to go to a vocational school next year. Your parents are set on your going to college. You know you can't do both and you need to decide by next week. What would you do? In groups discuss proposals to the situation above. Try to decide which of the solutions would be most desirable. There may not be full agreement but the groups should try to establish a consensus. Have full class discuss the situations. Role play typical choice-making situations.	2. Text from Activity 1 above
3. The student will designate consequences for selected alternatives.	3. Distribute consequence grid. Apply to alternatives used for activity 2. For each of	3. Consequence grid, page 120

Subject: Home Economics

Developmental Area: Decision-Making (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	3. (cont.) the three alternatives list as many possible consequences as they can. Discuss consequences. Re-evaluate positions. Re-rank alternatives, dropping or adding others if necessary.	

Subject: Home Economics

Developmental Area: Decision-Making

Teacher Evaluation:

1. Note alternatives selected by students. Are they the only ones possible?
2. Observe and note the students' solutions and consequences for realistic appraisals of the situations.
3. In the consequence grid, does the student follow through all steps in decision-making, concluding with choices and consequences of alternatives?

ALTERNATIVES CHART

Alternative	I'll try it.	I'll consider it.	I won't try it.
1.			
2.			
3.			
4.			
5.			

CONSEQUENCES GRID

Alternative #1	Alternative #2	Alternative #3

Subject: Home Economics - Clothing and Textiles

Developmental Area: Education and Training

Instructional Goal: To teach students how to use their sewing skills and interests.

Developmental Goal: To help the student learn about the occupations, the education and training required for a career in clothing and textiles.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will list careers available in the area of clothing and textiles.	1. View filmstrip, *Careers In Fashion*. Library research may be assigned to discover five occupations which involve clothing and textiles. Students may write letters to sources for additional information. Compile a master list of occupations.	1. Filmstrip may be purchased from Butterick Pattern Company Source list, page 144
2. The student will observe and listen to persons in careers related to clothing and textiles.	2. Students will prepare a list of questions to be asked about each occupation. Include person's background in clothing and textiles, education and training, job responsibilities, salary scale, prospects for the future. Arrange field trips to several of the following: . dry cleaning establishment . department store . private shop . factory seamstress . fabric store	2. Dittos and clipboards of questions compiled by class

Subject: Home Economics - Clothing and Textiles

Developmental Area: Education and Training (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	2. (cont.) Ask a professional seamstress to speak to the class.	
	Present taped interview with a fashion consultant or buyer, textile designer, fashion editor of a local newspaper.	Cassette tape (can be made by students)
	A slide presentation of the work of any of the above can be prepared by a small group of students.	
	View the film *Fashion, The Career of Challenge*.	Film - Bassist Institute, 923 Southwest Taylor St., Portland, Oregon 97205 (Free loan, 2 months maximum; 12 minutes)
	Hands-on experiences may be arranged for students interested in careers related to clothing and textiles.	
	Visit a college department of home economics.	
3. The student will select one career and do an in-depth study of the Career and the education training and skills needed.	3. Using notes and experiences from the above activities and additional library resources, write reports on one career related to clothing and textiles. Have students then make an oral presentation of their findings.	
	Use a taped interview or slide presentation on selected careers to inform the students	

Subject: Home Economics - Clothing and Textiles

Developmental Area: Education and Training (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	3. (cont.) about some of the related occupations. Have students develop a booth or display for Career Day.	

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Subject: Home Economics - Clothing and Textiles

Developmental Area: Education and Training

Teacher Evaluation:

1. Is the list of related occupations fairly complete? Does each student have a copy of the master list?
2. Observe and note questions asked of speakers? Were lists of questions prepared ahead of time?
3. Did the written or oral presentation on one career make use of available resources? Did it indicate a complete use of materials?

RESOURCES FOR CLOTHING AND TEXTILES

Your Future in the Fashion World Fashion Group, Inc., Richard Rosen Press, Inc., New York, 1960.

The Business of Fashion, Jeanett A. Jarnow. John Wiley, New York, N. Y. 1965.

Mademoiselle, "Day in the Life of a Fashion Editor," Vol. 54, March 1962, pp. 172-4.

Careers in Home Economics, Ruth Hoefin. The Macmillan Co., Collier-Macmillan Canada, Ltd. Toronto, Ontario, 1970.

Home Economics Related Occupations: An Orientation Handbook for the Young Worker, Penelope Easton Kupsinel. The Interstate Printers and Publishers, Inc., Danville, Ill, 1967.

Home Economics in Action, Nancy Mills. Scholastic Book Services, New York, 1968.

Co-Ed, "Fashion Futures" and "Young Designers Make It Happen". January 1974.

Sources of Career Information:

Career Opportunities for You in the Fabulous World of Fabrics, Textile Distributors Assoc.
1040 Avenue of the Americas
New York, N. Y. 10018.
FREE

"The Designers" National Cotton Council
P. O. Box 12285
Memphis, Tenn.

Fashion Institute of Technology
227 West 27th St.
New York, N. Y. 10001

American Home Economics Ass'n.
2010 Massachusetts Ave. N.W.
Washington, D. C. 20036

American Textile Manufacturing Co.
1501 Johnston Building
Charlotte, N. C. 28202

Subject: Home Economics

Developmental Area: The Individual and the Environment

Instructional Goal: To help students realize the importance of having values and goals.

Developmental Goal: To lead students to considerations of why people work and individual differences and to a view of work as a way people satisfy their needs and wants.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will investigate why people work and what work means to the individual.	1. Read the article "Career Education and the Work Ethic." Brainstorm the question "Why do people work?"	1. Forecast, April, 1973
	In small groups discuss the following: • By the year 2000 there will be jobs that contribute to the economy for only 50% of the population. • It is wrong for a person to collect welfare if the person is able to work. • It's a good idea to have the individual workers decide who does what job, hire new workers, and make decisions affecting their area. • Are there some ways to end job boredom?	
	Have students survey teachers, administrators, parents and neighbors, inquiring why people work. Tablulate results of survey. Write an article for the school or local newspaper on findings.	Survey sheets developed by students

Subject: Home Economics

Developmental Area: The Individual and the Environment (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	1. (cont.) Have students write or talk about what work means to them. This could include how the survey helped broaden their ideas of work. Have students spend a day at work with their parents, and present a written or oral report of their experience.	
2. The student will identify individual differences regarding work environments.	2. Let students play value focus game. Complete several sentence stems, e.g.,"When I was a child I was told that work was ____." After completing sentences, have class arrange itself into groups of 3 with each student in the group allowed a 5 -minute presentation of their responses. Allow the others to react to each person. In a group conversation encourage students to examine values and attitudes expressed in their childhood by family members, friends, and individuals in the community. Expressions about preferred jobs and analysis of possible changes in thinking may be stressed.	2. *Values Clarification: A Handbook of Practical Strategies for Teachers and Students*, Simon, Howe, and Kirchenbaum, Hart Publishing Co., New York, 1972 (pp. 171-173). *Reducing Social Tension and Conflict through the Group Conversation Method*, Davis and Mew-Soong Li. Association Press, New York, 1971.

Subject: Home Economics

Developmental Area: The Individual and the Environment (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	2. (cont.) Role play feelings about work, including situations such as the difficulty in pinpointing work interest, fear of being rejected when applying for a job, boredom from the monotony of a job routine. Students should identify differences. Each students tears a sheet of paper into 9 pieces and writes his 9 most outstanding feelings about work. These feelings should then be ranked in order with the most important placed on the bottom of the pile. In groups of four, students exchange lists and discuss feelings of group members. (Encourage students not to be critical of others' feelings.) Students will identify and summarize in a one-page paper the differences which existed within their group.	

Subject: Home Economics

Developmental Area: The Individual and the Environment

Teacher Evaluation:

Observe and note students' responses to discussion, group encounters and role-playing.

Using written or oral responses, determine the students' personal evaluations of what work means.

Were written summaries on individual feelings and differences completed? Did they accurately reflect the group feelings?

Subject: Home Economics

Developmental Area: Employability and Work Adjustment Skills

Instructional Goal: To help students become aware of their abilities to work with children and to sharpen their skills in assisting a child in developmental and basic needs.

Developmental Goal: To guide the student in increasing awareness of the need for work skills, manners and respect for others.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will identify the developmental areas of life.	1. Reading "Growing to Adulthood." Identify developmental areas (social, physical, mental and emotional). Review characteristics of good story-telling, play, art, diet and safety for a child. Observe a pre-school. Note how the teacher works with the students in meeting their developmental needs. Be specific in listing the ways with at least two examples for each developmental area. Observe how the teacher works with the students, with other teachers. Class report and discussion after observations.	1. *Exploring Careers in Child Care*, Cincinnati Public Schools, McKnight and McKnight, Bloomington, Illinois, 1974. Local nursery schools, such as Headstart, YWCA
2. The student will demonstrate knowledge of the developmental areas important to pre-school children.	2. Plan and prepare an activity that aids in the development of a child in at least two of the four areas. The activity must last 10 minutes. Have a specific plan and gather the necessary supplies. (May be done in pairs.)	2. Art supplies, game books, and so on

Subject: Home Economics

Developmental Area: Employability and Work Adjustment Skills (cont.)

Behavioral Objectives:

Activities

Resources/Supplies/Materials

2. (cont.)
Have students carry out the planned activities in a preschool situation.

Student feedback can be written or oral. Did the children enjoy it? Why or why not? What developmental needs were met? What was your reaction to the children's responses? Were they listening? Did they respect you as their teacher? Did they do what they were supposed to do? List two of your strengths in working with children, two of your weaknesses.

Class discussion and summary might include:

- How do job skills, manners and respect for others affect your success in working with children?
- In getting along with other teachers?
- Did the children disturb you by inattentiveness?
- What does that say to you about the similarity between children and yourselves and the necessity for good manners, respect and attitudes in job situations?

Subject: Home Economics

Developmental Area: Employability and Work Adjustment Skills

Teacher Evaluation:

1. Did the lists of observations made while visiting a classroom cover each of the developmental areas?

2. Did the activity, preplanning, carrying it out, and student's evaluation successfully meet the stated goal of aiding development in at least two areas?

3. Observe and note participation in class discussion and summary.

Subject: Home Economics - Foods and Nutrition

Developmental Area: World of Work

Instructional Goal: To teach students the ways to use food preparation skills.

Developmental Goal: To help students become aware of occupations which utilize food preparation training.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will prepare a meal demonstrating the use of meal planning -- color, texture, nutrition and time.	1. Students will meet as a group to discuss preparation, menu and work plans. Students will prepare and serve a meal, followed by evaluation in terms of time required, cost, meal planning techniques. Discuss the successes of the meal, as well as problems. Discuss student enthusiasm for meal preparation and how they might investigate careers involving this skill.	1. Cookbooks Food item costs
2. Students will investigate careers that involve food preparation.	2. Library research projects could include learning about five different occupations which involve meal preparation. Have students prepare meals at home for one week. Evaluate the career of homemaking either in a written report or class discussion. Visit the school cafeteria. Discuss the background, jobs, preparation and training of the workers.	2. Sources listed on page 137

Subject: Home Economics - Foods and Nutrition

Developmental Area: World of Work (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	2. (cont.) Visit a state university's departments of "meal preparation, baking and butchering facilities." What do these jobs involve? What backgrounds do the employees have?	
	Visit airlines to see the preparation of meals served in flight.	
	Visit a local restaurant or hotel to note food preparation and service and the kinds of jobs involved.	
	Visit a local vending company.	
	Ask a local hospital dietitian to speak about the job, including a discussion on planning a variety of diets.	
	View the film The Career Game--Profession of Dietetics.	2. Film #644 available from-- Modern Talking Pictures 2238 Euclid Avenue Cleveland, Ohio 44115 (5 weeks notice)
	Have students write letters for additional information on careers.	
	Arrange for interested students to spend a day on the job with a person involved in food preparation.	

Subject: Home Economics - Foods and Nutrition

Developmental Area: World of Work (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
3. Students will investigate educational training available to them in the near future.	3. Invite a panel of students from a vocational/technical school to discuss curriculum, entrance requirements, and job possibilities, preferably seniors who can reflect on the program. Have students spend a morning at a vocational school. Observe equipment, preparation and service of food, and talk with students about the food service program.	3. Speakers from a technical or vocational food service
4. Students will prepare an exhibit for the school explaining food preparation.	4. Have students meet in groups with each group selecting a different career. Discuss how they wish to present information about the career. Discuss different avenues of presentation (showcase, bulletin board, school assembly, annual career day booth or display). Have students work on presentation or display. Review use of color and different media. Assemble and display.	4. Art supplies, letters, resources on careers, notes taken during trips and speakers

Subject: Home Economics - Foods and Nutrition

Developmental Area: World of Work

Teacher Evaluation:

1. Observe and note the students' meal and evaluation of meal. Did the planning and preparation demonstrate the goals set up?
2. Observe and note the questions asked and notes taken during field trips, on speakers, in library research and letter writing.
3. Evaluate completeness, material covered, and creative presentation of exhibit.

World of Work -- Resources on Occupations Related to Foods and Nutrition

Careers in Home Economics. Ruth Hoefin, The Macmillian Co., Collier-Macmillan Canada, Ltd., Toronto, Ontario, 1970.

Home Economics Related Occupations, An Orientation Handbook for the Young Worker, Penelope Easton Kupsinel, The Interstate Printers and Publishers, Inc., Danville, Ill, 1967.

Home Economists in Action. Nancy Mills. Scholastic Book Services, New York, 1968.

Resources:

Job Opportunity Series
Encyclopedia Britannica Educational Corp.
Dept. 10A
425 North Michigan Ave.
Chicago, Illinois 60611

Cooks and Waitresses
No. 5-81228

National Food Service Association
P. O. Box 1932
Columbus, Ohio 43216

National Industrial Restaurant Assoc.
1700 Pennington Ave. N.W.
Washington, D. C. 20006

National Restaurant Assoc.
221 West 5th St.
New York, N. Y. 10018

Chefs de Cuisine -- Association of America
132 West 48th St.
New York, N. Y. 10036

"Your Future as a Dietician"
Richard Rosen Press, Inc.
New York, N. Y.

Subject: Home Economics - Consumer Education

Developmental Area: Economics

Instructional Goal: To teach students that consumers have certain responsibilities.

Developmental Goal: To increase the students' awareness of social units that provide goods and services that necessitate consumer responsibility.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will identify consumer responsibilities and desirable shopping habits.	1. View the filmstrip Consumer Responsibilities and read article Better Buymanship Introduction.	1. Filmstrip available from Westinghouse Consumer Service Article in Co-Ed, September 1973, p.71
	Ask a representative from local business to speak on "The Responsibility of the Consumer."	
	View the film It's a Crime on shoplifting.	Film - It's a Crime, available from General Mills, Inc., 9200 Film Center, P.O. Minneapolis, Minnesota.
	Divide into groups to discuss the following: • Courteous shoppers will get more for their money. • Shoplifting is okay if you need something and don't have the money to buy it. • Swapping price tags is permissible if the item is of the same quality. • It's the government's responsibility to tell us what to buy.	
	Ask a salesperson to speak on "How I view a consumer." (This might include dress, behavior, attitude.)	

Subject: Home Economics - Consumer Education

Developmental Area: Economics (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	1. (cont.) Plan skits showing desirable shopping habits, including at least 10 good habits. Be certain to show clearly the meaning of consumer responsibility in the 3- to 5-minute skits.	
2. The student will investigate agencies which protect the consumer.	2. Compile a list of toll-free numbers for consumer help. Make a mobile of pamphlets and information about consumer protection. Read pamphlets from Consumer Protection Board and the Better Business Bureau. Bring in a speaker from the local Better Business Bureau or Chamber of Commerce to discuss the purpose and work of their organization, what jobs are involved and the benefits to the consumer. Have students prepare a list of questions to be asked ahead of time. After choosing a product, the students use *Consumer Report and Bulletin* to determine which brand would be purchased and why.	2. Consumer Protection - Consumer Affairs Division of Consumer Protection 275 E. State St. Columbus, Ohio 43215 1-800/282-1960 (toll free) Council of Better Business Bureau 1150 Seventeenth St., N.W. Washington, D.C. 20036 Several copies of *Consumer Report and Bulletin*

Subject: Home Economics - Consumer Education

Developmental Area: Economics (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	2. (cont.) Have each student prepare a report on an individual leader in the consumer movement, e.g., Ralph Nader, Caesar Chevez, Virginia Knauer, Betty Furness, Bess Myerson.	2. Library resources
3. The student will prepare a news item on consumer responsibilities.	3. Each student may prepare a news item, article, poster, or cartoon which informs consumers of their responsibilities. Have class determine criteria for evaluating these items--most informative, most appealing, most convincing, and so on. Have judging of how well an item met the criteria. This can be done as a class with no visible identification on the items. Submit several to school or local newspaper, businesses or post around the school	

Subject: Home Economics - Consumer Education

Developmental Area: Economics

Teacher Evaluation:

1. Observe and note skits for awareness of responsibility of the individual.
2. Did the reports on use of Consumer Report and Bulletin and agencies inform students as to their rights and privileges as consumers as well as their responsibilities?

   Was the report on a leader in the consumer movement comprehensive, including an evaluation of the leader's effectiveness?
3. Was the news item informative, correct, convincing?

Subject: Industrial Arts - Construction

Developmental Area: Self

Instructional Goal: The student will be able to try out work tasks of selected construction crafts.

Developmental Goal: Discovering the interests of students through active participation and involvement in activities of actual building.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will discover his varied interests through involvement in construction activities such as - . roofing . framing . flooring . heating . siding . plumbing	1. Students will use drawings, tools and materials to build and assemble the IACP Housing Module.	1. The World of Construction, Don Lux and Willis Ray, McKnight and McKnight Bloomington, Illinois, 1970. Special instructional materials as supplied by McKnight and McKnight Additional materials purchased locally such as 2x4's, plywood, roofing, and so on. (See complete list provided by McKnight and McKnight
2. The student will try out the tools of construction craftsmen.		
3. The student will perform in the skill career areas of construction: . plumber . electrician . roofer . dry wall installer . finisher . painter . sheet metal worker		

Subject: Industrial Arts - Construction

Developmental Area: Self

Teacher Evaluation:

1. Observe students while performing tasks of building. Are tools and materials used correctly?
2. Discuss the project with students. Was it helpful in providing experience in the skills listed?

Subject: Industrial Arts - Construction

Developmental Area: Decision-Making

Instructional Goal: To teach students the concepts involved in model home construction.

Developmental Goal: The pupil will generate possible solutions as a model dream home is planned and constructed.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. Student will be able to incorporate the important considerations in a model home: • personal needs • income requirements • geographic conditions • architectural design	1. Review "Your Dream House" in The World of Construction. Visit a building site featuring representative "model" homes.	1. Text - The World of Construction, Don Lux and Willis Ray, McKnight and McKnight, Bloomington, Illinois 1970.
2. The student will draw a floor plan showing: • sleeping space • eating space • relaxing space • washing space	2. Using $\frac{1}{4}$" scale graph paper, draw a floor plan of the model home.	2. Architectural design books on small homes from the school or local library
3. The student, given necessary supplies, will be able to construct in class a $\frac{1}{4}$" scale model home.	3. Construct the model home drawn in Activity 2 using: • $\frac{1}{4}$" ~~styrofoam~~ walls • $\frac{1}{4}$" plywood plot base • railroad board for roof • landscape detail with plastic trees and shrubs, model car, sand, furniture.	
4. The student will develop some concepts about the interrelationships of various occupations concerned with home design.	4. Bring to class an interior decorator, wallpaper hanger, furniture salesman, appliance dealer and home builder.	4. Contact local home builders association for resource personnel

Subject: Industrial Arts - Construction

Developmental Area: Decision-Making

Teacher Evaluation:

1. Observe decision-making process at all levels of activity. Were alternatives considered before decisions were made?

2. Prepare an itemized list of student decisions made during construction of the house.

2. Grade the finished model home for workmanship, and fulfillment of important considerations.

Subject: Industrial Arts - Construction

Developmental Area: Education and Training

Instructional Goal: To teach the students the background and training needed for a job in the construction world.

Development To help the student become aware of the educational requirements needed from draftsman to craftsman in the construction world.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. Student will be able to identify construction management and production occupations.	1. Students will identify three construction jobs from each of the following levels: . 4-year college degree . technical (2-year degree) . apprenticeship training . no training	1. Association of General Contractors booklets
2. Student will list the training or apprenticeship requirements for selected construction crafts.	2. Students will explore . the cost of training and/or education in each of the above four areas . the high school course requirements of each of the above four categories	2. *Encyclopedia of Careers* *Dictionary of Occupational Titles*
3. Students will be able to make lists contrasting the advantages and disadvantages of job characteristics.	3. Assign one occupation for each of the above four categories listing advantages and disadvantages of each.	3. Contact local union crafts offices of steel workers, carpenters, electricians, plumbers, and so on for books, pamphlets, movies, speakers and tours available as a service from their office
4. Students will discover that construction employment opportunities encompass more than the traditional crafts.	4. Assemble a panel of four people from the above four areas and discuss student questions.	

Subject: Industrial Arts - Construction

Developmental Area: Education and Training

Teacher Evaluation:

1. Paper and pencil test on the educational requirements or training needed can be given.
2. Observe and note the explanations of students in discussing educational requirements, training and fringe benefits of construction occupations.
3. Are students aware of advantages and disadvantages of the building trades?

Subject: Industrial Arts - Construction

Developmental Area: The Individual and the Environment

Instructional Goal: To identify construction occupations which have a direct impact on the environment.

Developmental Goal: To increase students' knowledge about the interdependence of occupations and environment.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will be able to list five construction occupations involved in environmental improvement.	1. Draw and re-design an old city factory building.	1. Booklets from the Association of General Contractors, labor unions, community Chamber of Commerce, historical societies
2. The student, given model construction supplies, will plan and construct at least one representative construction activity.	2. Draw and construct a circular oil storage tank to fit into a flat suburban landscape. Sketch a 3 view drawing and construct a ¼" scale single span covered bridge. A scenic view may be constructed along with the bridge.	2. Contact local environmental agencies for speakers, brochures, movies, color prints, tours of the community
3. The student will "try out" work tasks of construction occupations: . draftsman . architect . urban planner	3. Plan and construct a river corridor bikeway in a ¼" scale model, using . clear plastic for river . ¼" plywood painted black for bikeway . landscape with colored sand and rocks . vehicles, people and terrain	

Subject: Industrial Arts - Construction

Developmental Area: The Individual and the Environment

Teacher Evaluation:

1. Give a paper and pencil test on job opportunities.
2. Observe that the sketches are in correct scale, and relate to the environment.
3. Was the river bikeway project feasible? Was the topography utilized creatively?

Subject: Industrial Arts - Construction

Developmental Area: Economics

Teacher Evaluation:

1. Using a written or verbal test, elicit comprehension of hourly, weekly and yearly pay for craftsmen, managers and professionals.

2. Are the lifetime earning computations accurate, realistic and cognizant of seasonal and economic fluctuations?

Subject: Industrial Arts - Construction

Developmental Area: Employability and Work Adjustment Skills

Instructional Goal: The student will know the characteristics of a good worker, including dress, manners, punctuality and respect for others.

Developmental Goal: To develop student awareness that dress, manners, punctuality and respect for others is part of being employable.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. Students will describe the essential dress features of-- • steelrigger • welder • stone mason • foreman • architect	1. Draw individual outfits on $\frac{1}{4}$" graph paper of workers identified in the objective. Identify specific-- • footwear • headwear • outer clothing • other special protective devices	1. See IACP World of Construction textbook for worker dress safety and specific worker tasks
2. Student will list personal manners as reflective of conduct of workers in construction.	2. Pupils will list personal manners and relate them to-- • safety • job success--promotion and demotion	
3. Students will discuss punctuality as an important consideration to successful employment.	3. Have pupils listen to a construction foreman discuss punctuality of workers in the construction industry and why it is important.	
4. Students will identify the major points in the concept of respect for others.	4. Have students participate in group discussion about respect for others. Bring into the discussion what was discovered in the above activities.	

Subject: Industrial Arts - Construction

Developmental Area: Employability and Work Adjustment Skills

Teacher Evaluation:

1. Are students aware of the specific reasons each item of safety apparel is required?
2. Can students relate the importance of manners to safety and job success?
3. In a test situation, can students extract from the speaker's presentation the reasons punctuality is important?
4. Do students participate and understand discussion points?

Subject: Industrial Arts - Construction

Developmental Area: World of Work

Instructional Goal: To teach students a selected sampling of work tasks of the representative construction crafts and of job opportunities for construction craftsmen.

Developmental Goal: To provide a working acquaintance with the numerous activities performed by craftsmen in their daily work.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. Students will identify one occupational activity of 5 selected craftsmen: . carpenter . mason . electrician . plumber . laborer	1. Students will visit a construction site where the teacher and a contractor will explain activities performed by craftsmen at work. Students will observe the skills performed by the craftsmen.	1. Construction site visit scheduled by teacher and member of the Association of General Contractors-- roadway site, small and large homes, apartment complex, bridge construction
2. Students will name the tools of the trade, materials used, and individual skills that are needed.	2. Construct an IACP module according to instructions in Teacher's Guide.	2. World of Construction, Don Lux and Willis Ray, McKnight and McKnight, Bloomington, Illinois, 1970.
3. Student will build structures that require skills of construction craftsmen.	3. Construct a small masonry wall section with bricks as follows: . Lay first course on 2x4 with plywood backing. . Use wetted sand (no mortar). . Lay up 4 rows using techniques and tools following teacher demonstration.	
4. The student will learn, through an interview, more about a specific craft in which he is interested.	4. Student will select and interview one craftsman. A written report will be submitted and the student will report to the class the one most significant fact he discovered about the occupation.	

Subject: Industrial Arts - Construction

Developmental Area: World of Work

Teacher Evaluation:

1. Observe and note questions asked of AGC guide. Are they indicative of understanding about the various trades?
2. Can students identify tools, materials and skills of the occupational activities of some construction craftsmen?
3. Observe student as he constructs designated activities for demonstrable skills.
4. Did the student understand and explain the significant facts regarding the occupation he reported on?

Subject: Industrial Arts - Construction

Developmental Area: Economics

Instructional Goal: To have students compute wages of workers in construction.

Developmental Goal: To teach students about wages and the earning power of careers in construction.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. Students will identify hourly pay rates for-- . welders . bricklayers . carpenters . electricians	1. Students will write letters to (or contact by phone) the unions for the occupations listed in the objective. . Building Trades Council . Brickmason's local . Carpenter's local or district council . Electrician's local They will ask for starting salaries and maximum salary.	1. Labor unions, individual construction companies, Bureau of Employment Services, U.S. Department of Labor Check yellow pages for listing of Labor Organizations
2. Student will identify the hourly pay rate for a construction . draftsman . supervisor . architect . civil engineer	2. Students will contact the executive secretary of the nearest Associated General Contractor either by phone or letter to determine salaries of supervisors, draftsmen, architects and civil engineers.	
	3. Students will compute the lifetime earnings of each of the construction careers mentioned, assuming 35 years of work at 40 hours per week.	

Subject: Mathematics

Developmental Area: Self

Instructional Goal: To give students remedial exercises in basic mathematical exercises.

Developmental Goal: To have students evaluate their own interests and math aptitudes and look at certain jobs that reflect their interests and aptitudes.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. Students will choose three occupational areas that they are interested in.	1. As a class project make a bulletin board showing basic occupational clusters and discuss these areas. Have students determine in which clusters their parents and relatives belong. Divide students into small groups according to the clusters chosen for study. Use library and occupation exploration kits to find more jobs in their cluster areas.	1. Refresher Math, Edwin I. Stein, Boston, Allyn and Bacon, 1965. Construction paper, board Library Occupation Exploration Kits or other career materials available to your school Want ads from newspapers Briefs: "Finding Your Job" Index, Finney Co., Minneapolis, Minn. 55426
	2. In each of their areas, students list jobs that they like and dislike, giving reasons. Have students discuss some good and bad characteristics of the jobs chosen. Explain why they chose certain jobs to explore. Use library time to find the requirements of the jobs listed. Have students write a paper on what they think would be a typi-	2. Library Career Coordinator Topics from Numbers in the News, Christopher Lee Publications-- Baseball Indy 500 Hockey standings Dollar value of education Auto production Agriculture production

Subject: Mathematics

Developmental Area: Self (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
3. The student will be able to identify jobs that he or she thinks would be suitable and give reasons why. The student will be able to explain how to train for some of the jobs listed.	3. Self-evaluation to include: . taking an interest test. . taking a math aptitude test or diagnostic test. Students find out how much mathematics is needed for the main job areas chosen. Students in small groups might take field trips to observe job areas chosen and to talk to employees about mathematical skill requirements and their jobs. Use other resources (library, speakers, phone calls) to find out math requirements of other interest areas. Time for self-examination, perhaps by writing a paper.	3. Interest tests Math aptitude tests Career coordinator, guidance office Library Speakers dependent on areas chosen by student groups

Subject: Mathematics

Developmental Area: Self

Teacher Evaluation:

1. In a written test ask students to list three occupational areas with explanations of three or more jobs in each area.

   Observe students' discussions in small groups.

2. Have students write papers listing the requirements and training for at least three jobs.

3. Were library reports comprehensive? (Do not use the math test for grading purposes. This was for self-examination only.)

Subject: Mathematics

Developmental Area: Decision-Making

Instructional Goal: To teach students the concepts of scale drawings.

Developmental Goal: To help students evaluate the decision-making processes involved in scale drawings, and the career opportunities associated with these decisions.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will be able to make scale drawings from a specific object, room or area.	1. Review ratios and proportion, including fractions and decimals if necessary, in preparation for the following: • Students read maps for scales and figure actual distances. • Students measure textbook and make a scale drawing one-fourth actual size. • Students measure room dimensions and make scale drawings on graph paper. • Students figure actual dimensions of a room or house floor plan from scale drawing. • Students find house plan in Sunday newspaper and give key, actual dimensions and make a scale drawing twice as large.	1. Texts: 8th: School Mathematics II, Addison-Wesley, Heath & Co. 9th: Refresher Mathematics, Edwin I. Stein, Boston, Allyn, and Bacon, 1965 Wall maps, road maps Rulers, tape measures, trundle wheel Newspapers Graph paper
2. The student will be able to give the reasons for using floor plans in specific consumer activities.	2. Have a realtor explain the use of scale drawings when showing homes to prospective buyers. Students design a layout for a school fair, consumer fair, PTA exhibit or other school activity, taking into consideration best use of space, traffic patterns, entrances and exits.	2. Speaker - realtor Blueprints Graph paper

Subject: Mathematics

Developmental Area: Decision-Making (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
3. The student will be able to identify and perform certain occupational activities involving scale drawings.	3. Ask various persons in occupations using scale drawings to meet with the class. . An architect to explain what the job entails and its working relationship with a construction person or builder. . A construction person to explain the work of interpreting and building from a designer's blueprints. . A surveyor to show and explain the use of his tools and job requirements. Have students make scale drawings of the first floor of their homesto the nearest foot. As a class project, make floor plans of parts of the school, such as sports areas.	3. Various speakers Graph paper Occupational Exploration Kits

Subject: Mathematics

Developmental Area: Decision-Making

Teacher Evaluation:

1. Paper and pencil test on finding scale distances of actual distances and vice versa.
2. Have students make scale drawings in class, using graph paper.
3. Observe work and accuracy on projects.
4. Observe interactions with speakers.

Subject: Mathematics

Developmental Goal: Education and Training

Instructional Goal: To teach students the concepts of banking.

Developmental Goal: To help students become aware of the occupations, as well as the necessary training and mathematics involved in banking.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will know the main services of a bank.	1. As an introduction, discuss and be sure students know terms such as checking accounts, savings accounts, safe deposit boxes, money orders, and so forth. Have a banker discuss what the bank offers to the community, training for the job, and how the bank uses, invests, and loans depositors' money. Have students research banking in the library and report back to the class.	1. Booklets: *The Store of Money From Barter to Banking*, The Chase Manhattan Bank, 1969 Speaker - banker Library Occupation Exploration Kits *Numbers in the News*, Christopher Lee Publications Topics: pay day family budget
2. The student will be able to apply the services of a bank to specific consumer activities.	2. Students should learn the different parts of a check and completely fill one out, stub first. Student could keep own checkbook and deposit slips, then turn in written checks to teacher until an end-of-the-month reconciliation was returned to the student. Students balance own checkbook and check each other's bank statements.	2. Personal checkbooks (local banks) *Student Practice Checkbook* (available from various banks) Deposit slips Booklet: *The Story of Checks* Federal Reserve Bank of New York, 33 Liberty St., N.Y., N.Y., 10045 Booklet and filmstrip: *Banking Is - First Step in Financial Management*, Huntington Bank, Columbus, Ohio Textbook interest problems

Subject: Mathematics

Developmental Area: Education and Training (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	2. (cont.) Have students figure simple interest on money in a savings account for different periods of time.	
3. The student will be able to identify and perform different occupational activities of a banking firm and know many of the jobs involved with banking.	3. Students set up a bank in the classroom for hands-on experience in making deposits and withdrawals from checking and savings accounts. Rotate activities. Arrange a trip to a bank, preferably not a branch office. Bring in a speaker from a bank to discuss job opportunities and training for such jobs as teller, secretary, accountant, adjuster, auditor, coin wrapper, guard, IBM operator, or bookkeeper. Students can gather information about many bank jobs from the career coordinator, guidance office, library, or bank personnel.	3. Various banking forms Trip to local bank Speaker from local bank Career coordinator Library

Subject: Mathematics

Developmental Area: Education and Training

Teacher Evaluation:

1. Paper and pencil test including parts of a check, writing checks, completing the stub and balancing a statement.
2. Observe interactions and questions asked of speakers.
3. Observe participation and cooperation in bank simulation. Have students make reports on the services of a bank and job opportunities related to the different services.

Subject: Mathematics

Developmental Area: Employability and Work Adjustment Skills

Instructional Goal: To teach students concepts of measurement.

Developmental Goal: To develop students' awareness of measurement as related to many jobs, and the dependence of various jobs on correct measurement.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will be able to measure accurately in both English and metric systems.	1. Review and practice fractions before measuring with the English system if necessary. Review and practice decimals before measuring with the metric system. In a workshop or laboratory lesson, measure objects and distances around the room. Have students exchange answers and recheck together any disagreements. Have students take turns drawing line segments on the board. Have others "guess" the lengths in inches, feet, yards, centimeters, meters and verify by measuring.	1. Text: School Mathematics II Addison-Wesley, Heath & Co. Refresher Mathematics, Edwin I. Stein, Boslon, Allyn, and Bacon, 1965 Textbooks from industrial arts classes Measuring instruments Board
2. The student will be able to identify and perform certain occupational activities which depend on accurate measurement.	2. Have students from industrial arts class bring in their projects and drawings to share. Have each student make line design creations on cardboard with string or colored pencils, using equal line segments. Hang them around the room.	2. Student projects Cardboard, string or thread Colored markers with fine points Construction paper, bulletin board Career coordinator, guidance personnel Library Career Occupational Kits

Subject: Mathematics

Developmental Area: Employability and Work Adjustment Skills (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	2. (cont.) Make a bulletin board in a triangular shape with one of the three cluster study areas at each vertex (e.g., construction, manufacturing, transportation). Then branch out with many jobs dealing with measurement from each area.	
	Use career coordinator, guidance office, library, and occupational exploration kits for assistance. Discuss how these jobs depend on correct measurement and the consequences that can arise from incorrect measurement.	
	Have speakers such as architects, construction workers, surveyor, carpenter, civil engineer, builder, and others come to the class and explain how their jobs depend on precise measurements.	Speakers

Subject: Mathematics

Developmental Area: Employability and Work Adjustment Skills

Teacher Evaluation:

1. Are students measuring accurately and able to work with both English and metric systems? Are they doing this with ease?

2. Is the information gathered on careers for the bulletin board relevant and complete? Are the questions the students ask of the speakers informed?

Subject: Mathematics

Developmental Area: World of Work

Instructional Goal: To teach students the concepts of income.

Developmental Goal: To develop students' awareness of different types of income in different occupations, as well as fluctuations to be expected in the world of work.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will be able to compute incomes consisting of earnings such as wages, salary, commission, bonuses, interest, dividends for different periods of time.	1. A number of related activities might include: . Review multiplication and division of decimals if needed. . Students find weekly earnings for hourly workers for specified numbers of hours. Include some problems with over a 40-hour week. . Have students make and complete time cards, including total hours, rate and wages. . Make time cards for classroom and homework hours. . Have students calculate annual salaries from monthly salaries, and weekly and monthly salaries from yearly salaries. . Work problems to determine income for piece work. . Do problems of income for commissions and bonuses, and interest and dividends using percents. . Students could make up story problems involving different kinds of income, exchange them and find solutions.	1. Any review text Text: Refresher Mathematics, Edwin I. Stein, Boslon, Allyn, and Bacon, 1965 Numbers in the News, Published by Christopher Lee including topics on . Income tax deductions . Income tax day . Family budgeting Cardboard for time cards

Subject: Mathematics

Developmental Area: World of Work (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
2. The student will understand and be able to calculate different income rates paid to various occupational groups.	2. Various speakers, for example: • Blue collar worker from industry to explain piece work and wage jobs at the factory, including time-and-a-half, double time, bonuses and benefits the company offers its employees. • Realtor and insurance agent to explain their income as a percent of sales. • Banker could show difference between simple and compound interest and explain different interest rates for different time periods and dividends. • Teacher could explain own income as salary with graduated earnings and raises according to the number of years experience and degrees (or parts) earned.	2. Speakers from various industries or occupations relevant to needs of the activity Film loops - Assembly Occupations Insurance charts Bank interest charts
3. The student will be able to identify occupations where income fluctuates and reasons for the fluctuations.	3. Speakers employed in seasonally affected occupations: • Car or boat salesperson could discuss the times of year when sales are highest and lowest, why, and what is done to compensate for this. • Prepare simulations to involve students selling seasonal merchandise such as sports equipment, clothing, fresh foods. • Have students evaluate each others' simulations. • Have students research five	3. Speakers Library Occupational Exploration Kits "American Occupations" "Career Briefs" - booklets and tapes

Subject: Mathematics

Developmental Area: World of Work (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	3. (cont.) occupations which may entail drastic income fluctuations and list reasons. Reports may be oral.	
4. Students will develop concepts about the interdependence of the economy and investments.	4. Ask a stock broker to explain how the state of the economy changes the buying and selling market of stocks and bonds, and general investment principles.	4. Speaker
5. Students will gain an understanding of tax dollars and where they go.	5. Invite a person from the Internal Revenue Service to talk about payroll deductions. This could be followed up by having a person from the local city government explain where much of the tax dollar goes.	5. Speakers

Subject: Mathematics

Developmental Area: World of Work

Teacher Evaluation:

1. Give a paper and pencil test on computing different incomes. Observe time cards and computations on each. Ask students to list four different occupations for each kind of income studied.

2. Have students list advantages and disadvantages of the different kinds of incomes.

3. Have students compile lists of occupations where incomes fluctuate, reasons and possible remedies. Observe simulations and check library assignment.

4. Short essays could elicit students' understandings of economics and the stock market relationships.

5. Ask students to make a list of tax dollar commitments by local government agencies.

Subject: Mathematics - General Math (9th Grade)

Developmental Area: Economics

Instructional Goal: To teach students good consumer buying habits.

Developmental Goal: To help students to become aware of wise shopping techniques and those occupations directly related to the buying of goods, as well as the importance of math skills for wise shopping.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will be able to solve problems to determine "best buys."	1. Review and practice simple ratio and proportion problems to prepare for the following activities: . Bring in cans and boxes of goods. Have students discuss which brands they would buy and why. Be sure to have a good variety of similar merchandise from different manufacturers. . Figure cost per unit of goods. . Look through Consumer Reports magazines for objective evaluations of different brands of products. . Have person from Consumer Education Department speak to students on wise shopping techniques and resources.	1. Text: Refresher Mathematics, Edwin I. Stein, Part V, Unit II: Spending Money, Boslon, Allyn, and Bacon, 1965 Merchandise - empty cans and boxes Consumer Protection Kit Magazines: Consumer Reports Changing Times Consumer Education speaker
2. The student will be able to list several factors other than cost that influence buying habits.	2. Bring in newspaper advertisements to lead into discussions on advertising gimmicks, packaging, the influence of newspaper ads and television commercials. Have students create and act out commercials to sell specific products. Then discuss them.	2. Newspaper advertisements TV and radio commercials Numbers in the News, published by Christopher Lee Publ., Houghton Lake, Michigan, for topics such as rising food costs, family budget

Subject: Mathematics - General Math (9th Grade)

Developmental Area: Economics (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	2. (cont.) Discuss "seasonal goods," when to buy certain goods, and how costs change during different times of the year. Let students share what influences their parents' buying habits.	
3. The student will be able to identify and perform occupational activities involving shopping and buying.	3. Have a wholesale distributor talk about his job and about buying in large quantities.	3. Speaker - wholesaler
	Have students visit a large supermarket with pre-planned objectives of looking for advertised sales, checking displays, talking to various employees such as the produce person, clerk, stock person, manager, and figuring some best buys.	Trip - supermarket warehouse
	Have a buyer for a large department store explain how the price of goods is determined.	Speaker
	Simulate a store within the classroom, determine prices, and have students portray managers, shoppers, wholesalers and buyers.	Play money, cash register

Subject: Mathematics - General Math (9th Grade)

Developmental Area: Economics

Teacher Evaluation:

1. Paper and pencil test on determining best buys. Oral report on reasons for choosing certain products over others.
2. Ask students to list five ways in which people are influenced to buy.
3. Observe questions and interactions with speakers, reports on field trips and simulation experiences.

Subject: Production Agriculture

Developmental Area: Self

Instructional Goal: To teach the students the concepts of arc and acetylene welding.

Developmental Goal: Affirming the interests of students trhough involvement in activities of arc and acetylene welding.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will be able to regulate the arc and acetylene welders according to the job being performed.	1. Using shop welders, students will regulate the acetylene welder for specific jobs (e.g., tent weld, fusion, fillet welds) as well as setting the arc welder for similar tasks.	1. Arc and acetylene welders Filmstrip - Preparing the Arc and Acetylene Welders from OSU curriculum materials Text - Arc and Acetylene Welding Lincoln Arc Welding, Cleveland
2. Students will be able to make different types of welds with arc and acetylene welders.	2. Students will make different welds with arc welder (beads, butt, pad, cutting, lap). Students will make various welds with acetylene welder (tent, fusion, fillet, cutting).	2. Welders and needed metals (1/8"to ¼" thick) Safety equipment (gloves, helmet, glasses)
3. Students will be able to check strength and durability of welds they have done.	3. Each student when finished with a particular weld will test it according to the manual.	3. Text - Arc and Acetylene Welding for the Beginner. Lincoln Arc Welding, Cleveland
4. Students will be able to identify and perform certain welding jobs.	4. Have speaker from a welding company talk about his work and the welding jobs most important to learn.	4. Speaker from a welding firm
5. Students will know safety rules and precautions.	5. Students will take a test on safety with arc and acetylene welding.	

Subject: Production Agriculture

Developmental Area: Self

Teacher Evaluation:

1. Observe work of students while welding and testing welds.
2. Grade welds.
3. Are tests of welds thorough?
4. Observe and note questions asked of speaker.
5. Give tests over safety and welding.

Subject: Production Agriculture

Developmental Area: Decision-Making

Instructional Goal: To teach the students the principles of the small 4-cycle engine.

Developmental Goal: The student can generate possible solutions in repairing small gasoline engines.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The students will be able to label the parts of an engine and their functions.	1. Each student will label the different parts of a gasoline 4-cycle engine and designate their functions accordingly.	1. A 4-cycle engine for each student Text - *Principles of Operation* Briggs and Stratton Corp., Milwaukee, Wisconsin
2. Each student will be able to disassemble the engine and clean all parts and check them for failure.	2. Each student will disassemble the engine and clean the parts, checking all parts for failure. Arrange a field trip to a small engine repair shop.	2. Text and engine as above Parts cleaner and brushes, screwdrivers, small socket set, and small engine wrench set Book on tools for repairing small engines, OSU Curriculum Dept. of Agricultural Education, and Briggs and Stratton Corp., Milwaukee, Wisconsin
3. Each student will reassemble the engine and assemble new parts if needed.	3. Students will reassemble the engines and replace any parts they think are needed.	3. Engine Tools Manuals and texts listed above

Subject: Production Agriculture

Developmental Area: Decision-Making

Teacher Evaluation:

1. Grade student papers on labeling parts and functions.
2. Observe work of disassembling and rebuilding. Was it done haphazardly or with definite processes in mind?

   Were the observations of the students, their questions on the field trip and later discussion informative and knowledgeable?
3. Did the reassembling of the engine proceed smoothly and result in a functioning machine?

Subject: Production Agriculture

Developmental Area: Education and Training

Instructional Goal: To teach the students the importance of goals in farm business management planning.

Developmental Goal: To show students the importance of long-range planning in attaining certain goals.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will be able to identify the important factors in setting goals.	1. List reasons for setting goals for a farm business. Define goals. Explain what goals do for a business manager.	1. Ohio State University, farm business planning and analysis books from the Agriculture Education Department
2. The student will be able to identify various types of goals in a farm business.	2. List characteristics of a farm business. . Farm and family characteristics-- . size of family . age of operator . size and type of farm business . social values List sample goals and compare to prepared lists. Types of goals-- . immediate . intermediate . long-range Identify by areas-- . economics goals . family living . citizenship . livestock and crops	2. Readings on goals in farm business planning
	Have farmers come in to speak on goals and what to look for in the future.	Speakers

Subject: Production Agriculture

Developmental Area: Education and Training (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
3. The student will be able to develop adequate and meaningful goals for a farm business.	3. Have students prepare a set of goals for a case farm.	3. Resources on types of goals to set

Subject: Production Agriculture

Developmental Area: Education and Training

Teacher Evaluation:

1. Were discussions of goals by students pertinent to the business of running a farm?
2. Grade lists of student-written goalsfor thoroughness and comprehension of the topics under consideration.
3. Are the goals developed comprehensive and meaningful?

Subject: Production Agriculture

Developmental Area: The Individual and the Environment

Instructional Goal: To teach students the importance of weed control in their environment.

Developmental Goal: To help the student to view work as a way of maintaining and improving his environment.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will be able to test his competence in the prevention and control of weeds during the crop production phase of farming.	1. The student will identify weed and crop plants. • They will be able to determine crop losses caused by weeds. • The students will list characteristics of weed plants. • Students will list ways herbicides kill weeds. • Students will select the correct herbicides to control specific weed plants. • Students will prepare and apply herbicides to control weeds.	1. Text - Fifty Weeds and Crop Plants, and Cultural and Chemical Weed Control, OSU curriculum materials from Agriculture Education Dept. Herbicide sprays Agronomy Guide, 1974 from the County Extension Office Speaker from a chemical company
2. The student will be able to list other businesses involved with weed control besides farming.	2. Have students list other businesses involved with weed control ~~besides~~ farming.	

Subject: Production Agriculture

Developmental Area: The Individual and the Environment

Teacher Evaluation:

1. Paper and pencil tests to differentiate weed and crop plants (perhaps using slides of various plants for identification questions) and to ascertain knowledge of other areas relating to weeds.
2. Observe students when preparing sprayer and spray.

Subject: Production Agriculture

Developmental Area: Employability and Work Adjustment Skills

Instructional Goal: To teach the students the importance of leadership training.

Developmental Goal: To help students learn skills related to building interpersonal relationships.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. Students will list reasons for belonging to selected school activities including FFA.	1. Students will list reasons for being in organized groups including FFA. . purpose of the organization . other important reasons Have an FFA meeting.	1. Text - FFA and You, Bender and Taylork Interstate Printers, 1974 Speaker - State Officer of FFA
2. Students will be able to describe how they can grow in active FFA membership.	2. Students will list need for followers, workers and leaders.	2. Text, above Speech contests, committee meetings, FFA meetings
3. Students will become acquainted with FFA.	3. Students will become acquainted with FFA, understanding its history and objectives.	3. Text, above
4. Students will develop ways to work with others in organized groups.	4. Students will participate in group discussions, meetings and contests.	4. Contests, committee meetings, parliamentary procedure, public speaking

Subject: Production Agriculture

Developmental Area: Employability and Work Adjustment Skills

Teacher Evaluation:

1. Do student lists show awareness of the utility of organized groups? Observe student participation during meetings.
2. Are students cognizant of need for both leaders and followers?
3. Do students understand the history and objectives of FFA?
4. Is student participation enthusiastic and cooperative?

Subject: Production Agriculture

Developmental Area: World of Work

Instructional Goal: To teach students land and soil judging.

Developmental Goal: To inform the students of occupations dealing with land and soil.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will be able to judge land and its capabilities with a score card.	1. Students will use a land judging card to find the texture, slope, depth of soil and its capabilities. Students will judge three holes and mark their score sheets.	1. Land judging cards and score sheets 3 test holes, 4 feet deep Filmstrip on land judging from Ohio State University Agricultural Curriculum Dept.
2. The student will be able to take soil tests according to the soil test sheets.	2. Students can take soil tests to find the chemical make-up of the soil. Students will use a probe to take samples of different soil areas.	2. Soil probe, bucket, shovel, knife Pamphlet 594 from Agriculture Extension Office
3. Students will be able to predict the amount of nitrogen, phosphorus, potassium and lime the soil has and needs.	3. Each student will have a test kit and during lab time will use different solutions to determine the nitrogen, phosphorus, potassium and lime make-up of the soil they collected.	3. Soil test kit Dry soil Film - What Crops Need from Modern Talking Pictures
4. Students will be able to identify and perform selected occupational activities involving the soil.	4. Take a field trip to the Soil Conservation Service. The speaker should acquaint the students with the occupations in the area of soil and land. The students should perform some of the jobs such as: . surveying for ponds . testing different soils	4. Soil Conservation speaker and field trip Film on occupations dealing with soil from Soil Conservation office.

Subject: Production Agriculture

Developmental Area: World of Work

Teacher Evaluation:

1. Discuss students answers on the score sheets compared to the score card answers.
2. Observe work of students while taking soil for tests and using the test kits for accuracy and comprehension of the techniques involved.
3. Observe and note the questions asked of speakers.
   Note how successfully students performed the required tasks.

Subject: Production Agriculture

Developmental Area: Economics

Instructional Goal: The student will be able to differentiate among the roles that individuals assume as good citizens and recognize how these roles influence himself, his family and society.

Developmental Goal: The student views rights and responsibilities as concurrent with being a citizen.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. Students will be able to explain how farmers who exercise their responsibilities as producers also fulfill roles as consumers and citizens.	1. Have students develop a list of reasons why farmers need to exercise great care in the use of herbicides, insecticides, pesticides and fungicides in the production of food; to practice strict sanitation in food production and in producing the highest quality food possible.	1. *Food for Us All*, 1969 USDA Yearbook of Agriculture
2. Students will list ways an agricultural producer adjusts production practices so as to produce wholesome food to meet the needs of the consuming public.	2. Class panel discussion of-- . sanitation standards of milk production . removal of Stilbestrol before slaughter . day limitation for using forages after spraying	2. "Agriculture--Business Supplies and Services," Unit II "Marketing Agricultural Products" Both available from Ohio Agricultural Education Service
3. Students will be able to see how successful agriculturists play active roles as citizens by participating in community activities.	3. Have students join and participate in agricultural organizations. Have agriculture students prepare a list of responsibilities assumed by citizens in their communities. Arrange for all students to study and participate in parliamentary procedures.	3. Films- *A Citizen Participates*, McGraw-Hill *Forward FFA*, National FFA service Text - *Helps in Mastering Parliamentary Procedure*, Stewart, Biery Co., 1970

Subject: Production Agriculture

Developmental Area: Economics

Teacher Evaluation:

1. Discuss lists made by students. Are they comprehensive and inclusive of the many aspects involved?
2. Did panel discussion promote understanding of requirements, procedures and limitations in producing wholesome foods?
3. Has student participation in organized groups and contests been done with understanding of a citizen's responsibilities?

Subject: Science

Developmental Area: Self

Instructional Goal: To teach the students the different cloud formations and how to use cloud patterns to predict weather.

Developmental Goal: To increase student awareness of interests and aptitude for weather forecasting.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will explain how clouds are formed in the atmosphere. Given diagrams of the different types of cloud formations, the student will point out the four basic types of clouds and explain the weather indicated by each.	1. The concept of how clouds are formed in the atmosphere will be presented through lectures, discussions, and outdoor observations of clouds and weather conditions. . Show and discuss transparency "Clouds." Have students compare sample cloud illustrations from several sources with those on the transparency. . Have students complete worksheets "Using Cloud Patterns to Predict Weather" and "Cloud Chart." . Show movie Clouds Above.	1. Transparency - "Clouds," Meteorology and Climatology, Milliken Publishing Company Overhead projector Worksheets Text - Physical Science for Progress, Milton O. Pella, 3rd Edition. Prentice-Hall, Inc. Englewood Cliffs, New Jersey 1970
2. The students will identify and list their interests in weather forecasting. They will evaluate their aptitudes for weather forecasting.	2. Try a meteorological simulation with students using a chart similar to the one suggested below to investigate the correlation between cloud types and weather patterns. The student will record his weather predictions, the actual weather and his evaluation of his ability to predict the weather.	2. Text - see Activity 1 Ohio Vocational Interest Survey (OVIS) General Aptitude Test Battery (GATB) Weather Station equipment

Date Time	Cloud Type	Your Weather Prediction	Professional Prediction	Actual Weather	Evaluation

Subject: Science

Developmental Area: Self

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	2. (cont.) Have students review their OVIS and GATB scores for their aptitudes in weather forecasting and related areas.	

Subject: Science

Developmental Area: Self

Teacher Evaluation:

1. Use a written test to evaluate students' progress in understanding cloud formations and their relevance to weather prediction.
2. Were work sheets complete? How well did the simulation activity increase capabilities to forecast weather?

Subject: Science

Developmental Area: Decision-Making

Instructional Goal: To teach students that thermal expansion is a characteristic property of solids.

Developmental Goal: To encourage students to use a cognitive sequence of gathering data, organizing, interpreting, generating possible solutions, developing alternatives, examining consequences and making conclusions about the expansion of solids.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will identify the factors affecting the expansion of solids and decide if thermal expansion is a characteristic property of solids. The student will turn in an experiment report.	1. Begin with a prelab discussion of Experiment 3.6 from the text. . Students perform the experiment and place their data on the board for comparison with others' results. . From the data students will follow a cognitive sequence to make a decision about the thermal expansion of solids and the factors (variables) involved in the measurement of thermal expansion. . Encourage follow-up lab discussion of the experiment.	1. Text - Introductory Physical Science, Education Development Center, Inc., Newton, Massachusetts 1967. Published by Prentice-Hall, Inc., Englewood Cliffs, New Jersey

Subject: Science

Developmental Area: Decision-Making

Teacher Evaluation:

1. Was the written experiment report, including data, calculations and conclusions, complete?
2. Did the report show understanding of the processes and principles involved?

Subject: Science

Developmental Area: Education and Training

Instructional Goal: To teach students the use of simple and complex machines to increase force or speed.

Developmental Goal: To cause the student to become aware of the education, training, skills and behavior required to operate machines; as well as the use of machines to gain mechanical advantage or speed.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will correctly solve the problems assigned finding mechanical advantage and speed change for different machines.	1. Show and measure the mechanical advantage and speed changes for the three classes of levers. Show filmstrip with cassette tape on simple machines and mechanical advantage. In an experimental setting, have students use the following machines to measure the gain in mechanical advantage or speed (toy models or real objects): . moveable pulley . combined fixed and moveable pulley . first-, second- and third-class levers . wheel and axle . inclined plane . gear arrangements Have students work sample problems on the board and discuss the solutions. Show a film on man and machines.	1. Texts referred to previously on page 190 and 193 Filmstrip, tape and cassette Experimental apparatus Toy crane, shovel, backhow Construction tools - hammer, pick, shovel, etc.
2. The students will select a career of their choice and write a long-range plan for	2. Have students do library research on a career in science that they might be interested in pursuing.	2. Library - Occupational Outlook Handbook, DOT Career filmloops and tapes

Subject: Science

Developmental Area: Education and Training (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
2. (cont.) acquiring the education, training, skills and behavior for their career choice. List some of the machines used and explain the background and training required.	2. (cont.) Arrange for students to spend a day-long hands-on activity in the career of their choice. Have students do project simulations using machines as required in their career choice. Have some students give oral reports of their long-range plans to the class. Allow others to exchange their plans and ideas. View filmloops and listen to tapes on careers.	

Subject: Science

Developmental Area: Education and Training

Teacher Evaluation:

1. Provide a written test on mechanical advantages and speed of machines.

   Evaluate experimental reports for accuracy, understanding of mechanical principles.

2. Did long-range plan realistically evaluate need required for stated goals? Were reports and simulations relevant to goals?

Subject: Science

Developmental Area: The Individual and the Environment

Teacher Evaluation:

1. Did written reports show the relationship of man and machine to community maintenance?

   Observe and note the questions asked of city workers and supervisors.

Subject: Science

Developmental Area: Employability and Work Adjustment Skills

Instructional Goal: To introduce a unit on machines and to teach students how people depend on machines in their occupations.

Developmental Goal: To cause the student to become aware of the many machines, occupations using them, who uses them and the skills that are a part of the occupations.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will become aware of the many different machines and who uses them. The student will go through a cognitive process of grouping machines and labeling the groups.	1. Use the following sequence of questions to introduce the study of machines and simple mechanics: . What is one machine that comes to your mind when you hear the word "machine?" (List responses on board.) . What machines can you group together for some reason? Challenge each student to list one or more groups. . What is your reason for grouping them together? . Thinking of this reason, what would be a good name for this group? Label the group. (Repeat last two steps for six or more different groups.)	1. Overhead projector with roll to use in place of board if possible. It will provide a record.
2. The student will work with 3 to 5 other students to research, organize and give a 50-minute presentation on a group of machines. They will emphasize the occupations using the machines and the skills needed for entry and advancement in the occupations. The student will become aware	2. Using the groups of machines listed in activity 1, designate locations for students interested in a particular group of machines to assemble. Instruct each group of 6 students that they have three weeks to ready a class presentation on the machines they are interested in.	2. Audiovisual equipment Speakers arranged by students Filmloops, filmstrips, movies

Subject: Science

Developmental Area: Employability and Work Adjustment Skills (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
2. of the skills related to building interpersonal relaionships required in a work setting.	2. (cont.) Have students sign up for the day of their presentation and make all arrangements for instructional materials, audio visual equipment and guest speakers. Students will need some class time to work in their groups. Discuss the objectives of the presentations.	

Subject: Science

Developmental Area: Employability and Work Adjustment Skills

Teacher Evaluation:

1. Were classifications coherent and functional? Were labels relevant to all of the machines included in each class?

2. Did class presentations, as given by each group of students, cover all required areas?

3. Observe work of each student in the group for cooperation and fulfillment of responsibilities.

Subject: Science

Developmental Area: World of Work

Instructional Goal: To teach students how the atmosphere is layered vertically.

Developmental Goal: To encourage the student to become knowledgeable about our atmosphere and the occupations that necessitate a knowledge of it.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will identify the layers of the atmosphere and answer correctly questions about the atmosphere.	1. Have the librarian give a book talk on available library materials. Present the concept of vertical layering of the atmosphere through the lecture-discussion method. Show transparency #1 "Structure of the Atmosphere." Use the following question sequence. . What do you notice about this picture? What else do you notice? (List responses on the board.) . What do the rest of you notice about this picture? . From what you already know about __________, what else can you add? . From all the things we have listed and said, what can you say about the layers of our atmosphere?	1. Librarian Transparencies - Meteorology and Climatology, Virginia Leftwich, Ear Science Series, Milliken Publishing Co., 1971 Overhead projector
2. The student will identify occupations requiring specific knowledge of our atmosphere. Students will give oral reports on careers in atmospheric science.	2. Ask a weatherman or weather scientist to discuss their work. A pilot could be invited to explain his dependence on knowledge of the layers of the atmosphere.	2. Speakers - Weather Bureau or student or professional pilot

Subject: Science

Developmental Area: The Individual and the Environment

Instructional Goal: To study how the operation of a city depends on machines.

Developmental Goal: To help the students become aware of the role machines play in their environment.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. The student will research and write a report describing the machines used by his home town, how they are used, and the careers dependent upon the operation of these machines.	1. In a class discussion setting use the following questions to guide discussion: . What machines does the city use to maintain or improve your environment? (List responses on the board.) . What was your reason for giving (e.g., dump truck) as a machine the city uses to maintain or improve your environment? Arrange field trips to city departments such as city garage, service and maintenance center, water plant, sewage treatment plant. Have city workers or supervisors explain and demonstrate the machines they use. Arrange for interested students to spend time in a hands-on activity in one of the city occupations.	1. Employment brochures Manuals on machine operation and maintenance

Subject: Science

Developmental Area: World of Work (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	2. (cont.) Arrange a field trip to a space center, museum of science and industry, or any place having an exhibit on space exploration. Arrange a field trip to an airport and weather bureau. Perhaps interested students can arrange to spend a day's hands-on activity with a weatherman. Discuss jobs and careers in atmospheric science. . What is one occupation requiring knowledge of our atmosphere? Why do you say (occupation) ? Outline on the board the occupations and reasons they give. . What is another occupation?	

Subject: Science

Developmental Area: World of Work

Teacher Evaluation:

1. Give a paper and pencil test to examine knowledge of atmospheric layers.
2. Observe and note the questions asked of speakers.
Were oral reports given on careers? Did they relate reasons for needing knowledge about the atmosphere to the specific occupation?

Subject: Science

Developmental Area: Economics

Instructional Goal: To teach students how to calculate the cost of electrical energy and to solve electrical problems.

Developmental Goal: To help the student become aware of the cost of electrical energy and the wise and efficient use of it.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. Using the current, voltage and power rating for an electrical appliance, and the cost of electricity per kilowatt hour, the student will determine costs of operating various electrical equipment.	1. Show the filmstrip Home Electrical Appliances. Present the concept of electric power using the lecture method and a filmstrip or movie on electrical power problems. Have the students look at the information on electrical appliances and fixtures in their home or shop and make a list of the information for five of them. Use this information to work sample problems using the power formula ($P = I \times E$) and Ohm's Law. Using information from the students on how much they use their appliances, work sample problems finding the cost of the electricity used by different appliances per day, week, or month.	1. Texts referred to previously, p.190 &193 Filmstrips - Home Electrical Appliances, and Electrical Work, Energy and Power, Society for Visual Education, Inc. Movie - Electric Power and Common Sense
2. The student will turn in a log of his home electric meter readings for one week including the cost of electricity used each day.	2. Use a watt-hour meter to determine how the meter is read by a meter reader. Show filmloop on reading meters. Have students simulate the job of a meter reader.	2. Watt-hour or kilowatt-hour meter Filmloops with projector - "Meter Reader," and "Customers-Service Occupations." Speaker

Subject: Science

Developmental Area: Economics (cont.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	2. (cont.) Invite a speaker from the electric power company to explain the production and sale of electricity. Show filmloop "Customer Service Occupations (Electric)."	
3. The student will be able to identify two occupations in the electrical industry.	3. Make a library assignment to research careers in the electrical industry and become familiar with the training, working conditions, skills, wages. Have students give oral reports to the class. Ask speaker from the electric company to discuss the employment in their industry.	3. Library Speaker from personnel or public relations dept. of the electric power company

Subject: Science

Developmental Area: Economics

Teacher Evaluation:

1. Did students examine home appliances for data? Follow with a paper-and-pencil test on electrical problems using their information as the basis for questions.

2. Observe work in simulations and evaluate students' logs. Observe and note questions asked of speakers.

3. Did class reports indicate research was done thoroughly?

Subject: Social Studies - American History

Developmental Area: Self

Instructional Goal: To give students an understanding of the causes and effects of the Industrial Revolution.

Developmental Goal: To afford students an opportunity to see a factory in operation, to view the many actual careers in operation, and tothink in terms of "self" in relation to particular careers observed.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. After a field trip to an industrial plant, students will state two reasons in terms of "self" why they selected either management or labor careers.	1. Field trip taken by students to a large plant to see the many types of jobs in both management and labor. Ask tour guide to direct the presentation to the topic of careers in industry. Have students jot down notes in their logs. Homework assignment: Give students a ditto handout with the following questions. • Would you like to work in management? Doing what? • Are you suited for management? • Do you think you are progressing in your education and training toward a career in management? • List three things you must do to be ready for a particular job in management. • Would you like to work in the shop? Doing what? • Are you suited for shop work? • Do you think you are progressing in your education and training toward a career in shop work? • List three things you must do to be ready for employment at shop work.	1. Any large factory Student logs Handouts for homework assignment

Subject: Social Studies - American History

Developmental Area: Self (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
2. Using a number system of 1,2,3 (1 for high, 3 for low) students will realistically rate their aptitudes for jobs observed in the factory visited.	2. Initiate discussion to follow up the previous field trip and homework assignment with students giving their opinions of the factory system they observed. Question students to ascertain how they rate their present aptitudes, training and education in relation to specific careers in the factory system.	

Subject: Social Studies - American History

Developmental Area: Self

Teacher Evaluation:

1. Observe questions asked by students during tour, check student logs and assignments for evidence that students applied what they learned to their own situations and employment possibilities.
2. Do students have clear ideas about their aptitudes, training and education in relation to factory careers at varying levels?

Subject: Social Studies - Federal Government

Developmental Area: Decision-Making

Instructional Goal: To give students insight into the working of the Federal Government.

Developmental Goal: To encourage students to explore the various types of careers in the Federal Government and to see what particular career appeals to the individual student.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. After an assignment on careers in the Federal Government, students will list at least ten careers connected with the national government.	1. Prior to the lesson, the students will be given an assignment to explore and list the various types of jobs (as many as they can) connected with the national government.	1. School and/or community library Occupational Outlook Handbook U.S. Department of Labor Encyclopedia of Careers and Vocational Guidance, Ferguson Publishing Company Tape #22 of Careers Development Laboratory Kit, Educational Progress Corporation Speaker - U.S. Army recruiter
2. Students will state two reasons why they selected a certain career.	2. Students will make reports on the different types of careers in the national government. Each student will select one career which is especially appealing and will state two reasons for making this selection. Have an army recruiter give a 10-minute presentation on military careers.	
3. Students will demonstrate an in-depth awareness on at least one governmental career.	3. Give each student the assignment of a report researching the career he has selected. This should be in-depth giving not only the reasons for his career selection but also stating the qualifications and other ramifications connected with the particular career.	

Subject: Social Studies - Federal Government

Developmental Area: Decision-Making

Teacher Evaluation:

1. Were library assignments completed by each student?
2. Were career choices and reasons appropriate for the student?
3. Were reports carefully researched?

Subject: Social Studies - City Government

Developmental Area: Education and Training

Instructional Goal: To give students a picture of the many facets of city government.

Developmental Goal: To encourage students to explore the diverse types of careers in government and the kinds of education and training necessary to specific careers.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. Students will be able to list at least 10 careers connected with city government.	1. Prior to lesson, have students compile a list of 15 types of jobs performed by city employees. Have students consult with parents to ascertain the qualifications, education and training necessary for a fireman, policeman, sanitation worker and other city employees.	1. Telephone directory
2. Students will be able to state at least two steps to be taken in education and training in order to qualify as a policeman, fireman, councilman, and a sanitation worker.	2. Panel discussion topic: "Education and Training for City Employment." A good panel might include a policeman, fireman, councilman and a representative of the Sanitation Department. Ask the panel to clear up student misconceptions of qualifications necessary for city employment and to give students a realistic insight into the career education and training necessary for certain city jobs. Reserve time for questions from students.	2. Most municipalities will do everything they can to improve their image and cooperate with schools. Securing speakers from various departments is usually no problem if the request is made at least 3 weeks in advance.

Subject: Social Studies - City Government

Developmental Area: Education and Training

Teacher Evaluation:

1. Check homework papers to be sure students have comprehensive lists of city employees.

2. Were students interested in and active participants in the panel discussion?

Subject: Social Studies - Early Civilizations

Developmental Area: The Individual and the Environment

Instructional Goal: To acquaint students with early cultures and civilizations.

Developmental Goal: To give students an opportunity to understand how man struggled with his environment (then and now) to use it advantageously and to master it. To explore the various careers involved in the study of culture and civilizations.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. Upon completion of the lesson, students will list at least five contributions of early civilizations to modern society.	1. Homework preparation should include pp. 13-36 in textbook. Have students discuss early cultures and civilizations and their contributions and/or relationships to society today. Such things as beliefs, economy, law will be traced from the past to the present. Have students view filmstrip on early civilizations as a follow-up to the discussion.	1. Text - The Human Achievement, Michael B. Petrovich and Philip D. Curtin, University of Wisconsin Press Filmstrip - The Birthplace of Civilizations, Encyclopedia Britannica, Inc. (5 minutes)
2. Students will list, define and give the career qualifications for at least five professional careers connected with the study of cultures and civilizations.	2. Have students define and explore the career qualifications of an anthropologist, paleontologist, archaeologist, philologist, geologist, geographer, taxidermist, historian, artist, sociologist.	
3. After a trip to a natural history museum, students will list at least three jobs performed by non-professionals and three performed by professionals at the museum.	3. Arrange a field trip to a natural history museum. Have students jot down in their logs the various types of jobs being performed by museum personnel.	

Subject: Social Studies - Early Civilizations

Developmental Area: The Individual and the Environment (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
3. (cont.) Students will describe one exhibit of early man which relates to modern man and society and state two ways it pertains to us today.	3. (cont.) Have students enter in the logs the exhibit which can be most easily and clearly related to modern society. Have students give two reasons for their selection.	

Subject: Social Studies - Early Civilizations

Developmental Area: The Individual and the Environment

Teacher Evaluation:

1. Written quiz asking students to relate the contributions of early civilizations to today's life.
2. Check homework to determine that related occupations are clearly differentiated.
3. Check student logs for stated relationships between early and modern man.

Subject: Social Studies - Industrial Revolution (Social Effects)

Developmental Area: Employability and Work Adjustment Skills

Instructional Goal: To give students an understanding of the causes and effects of the Industrial Revolution.

Developmental Goal: To have students become aware that interpersonal relationships in the world of work demand good attitudes.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. After a field trip to an industrial plant, students will state two examples of differences in types of work and worker characteristics observed in various sections of the plant.	1. Arrange for students to tour a large industrial plant. . Students to note in logs not only different types of jobs being performed but also the different types of people doing the work. Such data as sex, age (approximate) and race are chief characteristics to be noted. . Students observe workers on jobs and make subjective judgments about their attitude via facial expressions, behavior, performance of tasks. . Have students interview at least two workers who are on coffeebreak or at lunch to ascertain their opinions on good work attitudes. All data is to be entered in logs.	1. Field trip to nearby large industrial plant Student logs
2. After a field trip and a class discussion on good attitudes toward work, students will state at least two reasons for developing good attitudes and explain	2. As a follow-up, have a class discussion on students notes including such questions as: . Why are good attitudes necessary in a closely-knit factory setting?	

Subject: Social Studies - Industrial Revolutions

Developmental Area: Employability and Work Adjustment Skills (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
2. (cont.) four concrete manifestations of good attitudes toward people and work.	2. (cont.) • How can good attitudes toward your co-workers and the job itself help you keep your position? Many times the students know of cases where negative attitudes were the reasons for people being dismissed from their jobs. Encourage students to give examples.	

Subject: Social Studies - Industrial Revolution (Social Effects)

Developmental Area: Employability and Work Adjustment Skills

Teacher Evaluation:

1. Check student logs to see that varied data about workers are noted.
2. Use an essay test to ask how positive and negative attitudes affect job performance and interpersonal relationships in factory settings.
3. Observe participation in class discussion.

Subject: Social Studies - Industrial Revolution

Developmental Area: World of Work

Instructional Goal: To give students an understanding of the causes and effects of the Industrial Revolution.

Developmental Goal: To afford students an opportunity to see the wide variety of careers - the world of work - made available to modern man by the Industrial Revolution.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. Upon completion of the assignment dealing with how the world of work was enlarged by the Industrial Revolution, students will list three groups of occupations and indicate how they are interdependent.	1. Have students bring to class the "Help Wanted" section of the newspaper. Students and teacher can review the "Help Wanted" section to see the diversity of occupations in demand. Have students classify jobs directly related to the Industrial Revolution. Ask each student to relate the various occupations of family members. Select one student to make a list of the various occupations mentioned on the chalkboard. Students will study the list and link the various careers and occupations to show their interdependency. A system of arrows on the board can be used to illustrate the relationships.	1. Local newspaper Text - *Rise of the American Nation,* Todd and Curtis, Harper Brothers. Filmstrip - *The Industrial Revolution,* from Educational Audio-Visual, Inc. (sound)

Subject: Social Studies - Industrial Revolution

Developmental Area: World of Work

Teacher Evaluation:

1. Observe classroom activity. Were the career/occupations on the list developed by students interrelated to illustrate the interdependency of modern careers?

Subject: Social Studies - County Government

Developmental Area: Economics

Instructional Goal: To make students aware of the different services of county government.

Developmental Goal: To increase students' realization that they are consumers of county services and that they pay for these services via taxation.

Behavioral Objectives:	Activities	Resources/Supplies/Materials
1. After an assignment on the major services performed by county government, students will list and describe at least four of them.	1. Each student, prior to the lesson, will look up in the telephone book the major service departments of county government. Have them list at least five divisions under the Welfare Department, three divisions under the Sanitary Engineering Department, and the various courts under the classification of the Court House.	1. Telephone directory
2. After a class discussion on county services, students will list and explain how at least five of these services affect their lives.	2. Discuss the various services which affect students. Have students write lists of different types of services that they receive from the county. The list can be placed on the chalkboard using the entire class to compile it. Ask a speaker from the county welfare department to address students on the topic "How Welfare Touches Everyone."	2. County welfare department
3. Upon returning from a field trip to the county jail, students will orally report on at least six jobs they observed	3. Arrange a field trip to the county jail. Have students jot down in their logs the various jobs they see being performed.	3. Arrange tour of county jail requesting that presentation be directed to related careers

Subject: Social Studies - County Government

Developmental Area: Economics (cont.)

Behavioral Objectives:	Activities	Resources/Supplies/Materials
	3. (cont.) Have students select one aspect of what they observe and relate how that service or career benefits them. This can be written in logs.	

Subject: Social Studies - County Government

Developmental Area: Economics

Teacher Evaluation:

1. Were homework assignments complete?
2. Check student logs.
3. Observe participation and student questions of guest speaker and tour guide.